

The Effectiveness of The Role-Playing Technique to Train The Students' Speaking Ability in Grade IX of SMP Plus Al-Ishlah

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Abstract

The researcher intended to use the Role-play approach due to the low English-speaking ability of class IX students at SMP Plus Al-Ishlah. The purpose of this study is to collect empirical data on the usefulness of the role-playing approach in training their speaking abilities. This research used a quantitative method and was conducted in two different class groups, namely the experimental and control classes, with a quasi-experimental design. The researcher conducted the study during four meetings: the first for the pre-test, the second and third for the treatment using the Role Play technique, and the fourth for the post-test. The theory from Role Play, according to (Shabani, 2010) is Zone of Proximal Development (ZPD) is a concept from the work refers to the range of tasks that a learner can perform with the help of a more knowledgeable individual. The t-test results show a T count value of (6.48) with a T table of (2.021) with a df of 45 students and a significance level of 0.05 or 90%. It indicates H_a is approved because "role playing has a significant effect on the speaking ability of experimental class students". Furthermore, the additional data result from the observational data is the experimental class, which was taught through role play, performed a little better than the control class that was taught without role play. And then from interviews, obtained data shows positive responses from several students who were interviewed regarding the role play technique. So, the role play approach has significant effects in training students' speaking abilities.

Keywords: Role play, Speaking ability

Abstrak

Peneliti bermaksud menggunakan pendekatan Role-play karena kemampuan berbahasa Inggris siswa kelas IX di SMP Plus Al-Ishlah yang rendah. Tujuan penelitian ini adalah untuk mengumpulkan data empiris mengenai kegunaan pendekatan Role-play dalam melatih kemampuan berbicara mereka. Penelitian ini menggunakan metode kuantitatif dan dilakukan pada dua kelompok kelas yang berbeda, yaitu kelas eksperimen dan kelas kontrol dengan desain quasi-eksperimental. Peneliti melaksanakan penelitian ini selama empat pertemuan: pertemuan pertama untuk pre-test, pertemuan kedua dan ketiga untuk perlakuan menggunakan teknik Role Play, dan pertemuan keempat untuk post-test. Teori Role Play menurut (Shabani, 2010) adalah Zona Pengembangan Proksimal (ZPD), yaitu konsep yang merujuk pada rentang tugas yang dapat dilakukan oleh seorang pembelajar dengan bantuan individu yang lebih berpengetahuan. Hasil uji t

menunjukkan nilai *T* hitung sebesar (6.48) dengan nilai *T* tabel sebesar (2.021), dengan derajat kebebasan (*df*) 45 siswa dan tingkat signifikansi 0.05 atau 90%. Hal ini menunjukkan bahwa *H_a* disetujui karena “peran bermain memiliki pengaruh signifikan terhadap kemampuan berbicara siswa kelas eksperimen”. Selain itu, data tambahan dari data observasional menunjukkan bahwa kelas eksperimen yang diajarkan melalui peran bermain (*role playing*) sedikit lebih baik daripada kelas kontrol yang diajarkan tanpa peran bermain. Dan dari wawancara yang dilakukan, data menunjukkan respons positif dari beberapa siswa yang diwawancarai mengenai teknik peran bermain. Oleh karena itu, pendekatan peran bermain (*role playing*) memiliki efek signifikan dalam melatih kemampuan berbicara siswa.

Kata Kunci: Role Play, Kemampuan Speaking

INTRODUCTION

Speaking as the capacity to pronounce the articulation of sounds or words with the intent of expressing, stating, and conveying the speaker's thoughts, ideas, or feelings (Tarigan, Henry Guntur, 2021). Speaking is a system of signs that can be heard and seen by employing the muscles and tissues of the human body to communicate combined objectives, goals, and ideas in this instance. Speaking has a goal that must be communicated to the other individual, such as the audience will understand the speaker's information or message. Certainly, everyone believes that speaking or communicating orally is simple, but not everyone has the skills to speak appropriately and accurately. Speaking skills as the ability to produce currents of articulated sound systems in order to communicate wants, emotions, requirements, and desires to others (Dadang, Suhendar, 2021). As a result, acquiring speech skills should receive more focus in formal education, particularly in junior high schools.

Based on the findings of the researcher 's observations and conversations on January 19th, 2023 with English subject instructors at SMP plus Al-Ishlah, Prambontergayang, Soko, Tuban, student in class IX still have comparatively low English speaking abilities. In a way, they can speak english, but not fluently, this is because of a variety of issues. The issue began with the English language skill at the Al-Ishlah Junior High School, especially in class IX, which still uses conventional methods that focus more on reading comprehension and practice speaking after the teacher presents the lesson's material. The teacher and student are facilitated by the teacher's handbook when carrying out learning activities, which includes material and is supported with exercises for each unit, so the teacher has not fully involved spoken learning.

In addition to the issues mentioned above, many others are discovered. Furthermore, students never speak English outside of the classroom because they believe there is no duty to speak English outside of class hours. Overall, they still lack self-confidence, and it is difficult for students to find opportunities to speak during learning activities since they can only explain one idea with one or two words, and they also cannot articulate their views in their totality for fear that what is said is incorrect. Actuality, it is very uncommon for some students to sweat profusely, stand stiffly, and forget everything when they stand in front of the class



to talk. As a result, the conversation's direction gets muddled, and the core of the subject is lost.

Several issues causing low speaking skills must be addressed fast, or the students' continued low speaking abilities will suffer. As one solution, to provide pleasant situations for learners to learn, teaching and learning activities in class must apply appropriate learning strategies, and material must be delivered effectively so that the intended learning goals are met optimally. As a result, the researcher tries to suggest a solution, specifically a Role-playing technique to help teachers in dealing with these issues. The theory from Role Play according to (Shabani, 2010) is Zone of Proximal Development (ZPD) is a concept from the work refers to the range of tasks that a learner can perform with the help of a more knowledgeable individual. In the context of the research, the teacher plays a role in guiding and facilitating the role-playing activities and then the teacher's guidance is tailored to each student's level, allowing them to progress in their speaking abilities effectively

The Role-playing technique is a technique that incorporates interaction between two or more students on a topic or circumstance, in which students enact their respective parts based on the characters they play (Yamin, Martinis, 2005). In other words, that Role-Play is a learning technique which students act out the roles of other characters with full respect for the learning content provided. This technique was chosen because the school still uses conventional methods so that a few of the students feel bored. In addition, the school is based on a boarding school, so it will be difficult to use other techniques that rely on gadgets. The advantages of role playing given above, it can be concluded that by employing the role play technique, students learn to use language effectively and accurately, and that all students participating have equal possibilities to enhance their abilities when working together.

Based on the identification of the problem above, the researcher minimizes the problems to be discussed, its would be made so that the discussion is more effective, efficient, and focused, and does not deviate from the subject of the research. So, this research is limited or focused on knowing the effectiveness of the role-play technique in training students' speaking skills. The research objectives are to find out the effectiveness of applying the Role-Play technique to train students' English speaking ability. And then the research questions comprise as follow: 1. Is the role-playing technique more effective in training student's speaking ability of grade IX of SMP Plus Al-Ishlah?.

LITERATURE REVIEW

Speaking Ability

Speaking is one of the linguistic abilities. In everyday life, we frequently choose to talk in order to convey a message or express a goal. Speaking is more effective than writing. As a result, speech is crucial in everyday life since it is a medium of

communication. Several experts have proposed several definitions such as, speaking is the capacity to enunciate articulate sounds or phrases that try to express, state, and transmit the speaker's thoughts, ideas, or feelings (Tarigan, Henry Guntur, 2021). Speaking in this context refers to a system of indicators that may be heard and seen by using the muscles and tissues of the human body to transmit integrated intents, objectives, and thoughts. Speaking is also described by St, Y Slamet (2021) as the act of communicating one's objectives, ideas, thoughts, or feelings to another. Furthermore, it was stated that speaking is a type of human activity that incorporates physical, psychological, neurological, semantic, and linguistic components, making it the most significant human instrument for transmitting one's heart's content.

According to (Tarigan, Henry Guntur, 2021) speaking has four general aims, which are as follows: (1) To convey it means speaking that tries to impart information, such as explaining a procedure, describing, interpreting, or interpreting something or an occurrence. (2) To entertain, it means entertainers are typically the ones that talk in order to entertain. The speaker attempted to play with words in order to create a casual, humorous, and pleasurable mood. Not everyone has the ability to entertain the person he is speaking to or listening to the conversation. (3) To persuade, it means there is also someone who speaks to persuade or change the intention of persuading or changing the minds of his audience. (4) To move the Audience. Moving is meant to be an attempt to make or move to do, act, or behave in accordance with what the speaker desires. He may easily persuade his audience to do anything by using his speaking abilities.

Speaking abilities, according to (Dadang, Suhendar, 2021) are essential skills in producing currents of articulated sound systems to transmit wishes, feelings, needs, and desires to others. This ability is also dependent on self-confidence to order to talk fairly, honestly, appropriately, and responsibly by removing psychological issues such as shame, low self-esteem, stress, heavy tongue, and others.

(St, Y Slamet , 2021) also claims that speaking abilities are technical. According to this viewpoint, the more practice a person gets, the more mastered and proficient he becomes at speaking. No one becomes an expert at speaking without first practicing. When practicing speaking, one must be schooled in terms of pronunciation, intonation, word choice (diction), and accurate and right language usage. Meanwhile, (Akhadiah, Sabarti et al , 2012) claims that speaking ability is the ability to transmit messages through spoken language. Communication will take place between the sender of the message and the recipient of the message if the contents of the message are known to the recipient of the message. The communication will eventually lead to the recipient's comprehension or understanding of the message's contents.

Based on some of the arguments presented above, it is possible to conclude that speaking ability are a person's ability to express ideas or concepts verbally that are productive and mechanistic, which can only be mastered by practicing speaking,



and are a very important part of human life behavior as a means of communication to others. Students' speaking abilities range from good or fluent to mediocre, stuttering, or less (Tarigan, Henry Guntur, 1998). However, fluency is not something that everyone is born. Effective public speaking abilities may be obtained by analyzing and training all existing potential (Iskandarwassid and Sunendar, Dadang, 2016).

In general, the goal of students' speaking abilities is for them to be able to utilize their hearts' content (opinions and attitudes) vocally and with proper pronunciation to communicate the purpose of communicating. The following are the general goals for improving these speaking abilities: (1) To ensure that students correctly enunciate the sounds of the language being used. It means the key is that the student can correctly pronounce the words they speak. (2) To ensure that students have a sufficient vocabulary for communication needs. It means the vocabulary in question is that students may express themselves using a wide range of words. (3) To enable students to speak orally by using good sentence structure. A nice statement for students to use while expressing their ideas is Students can express themselves in an organized and fluid manner.

(Suhartono , 2005) states that there are five general goals in developing speaking skills in children: (1) To provide children with a sufficient vocabulary that can be used for everyday communication. (2) To provide children with a desire to listen to and understand words and sentences. (3) To provide children with the ability to express opinions and attitudes with proper pronunciation. (4) To provide children with an interest in using good language, and (5) To provide children with an interest in using good language. Based on the opinion presented above, it is possible to conclude that the goal of developing students' speaking abilities is for students to be able to convey their pronunciation accurately, have a large vocabulary, and employ sentences while speaking

There are several general concepts that support speaking activities, among others (Henry, Guntur Tarigan, 2008). (1) Requires the participation of at least two persons, (2) Using a common linguistic code, (3) Accept or recognize a general reference region, (4) It is an interchange between participants, (5) Immediately links each speaker to the others and their surroundings, (6) Concerning or connected to the present. The discussions are generally on current events, (7) Only includes sound/language equipment and listeners (vocal and auditory apparatus), and (8) Discriminately address and treat what is genuine and what is accepted as argument. Based on the opinion presented above,

In most cases, the speaking component is provided as an indicator in the speaking exam assessment rubric. To determine someone's speaking ability, especially for children, an assessment of speaking ability is required in every speaking ability. Assessment is a natural part of learning activities. Assessment is one of the actions that students and teachers must carry out as part of a sequence of teaching and learning activities (Suwandi, Sarwiji, 2010). Components and descriptions of

speaking assessment put forward by Tarigan, Henry Guntur (2021) and Nurgiyantoro, Burhan (2011). Tarigan, Henry Guntur (2021) identifies four components of speaking abilities that must be considered: phonology (sound), sentence structure, vocabulary, and fluency.

The scoring scale for each descriptor's facet of speaking abilities is outlined in table below:

NO	Observed Aspects	Descriptor	Score
1.	Pronunciation	Pronunciation is obvious	5 (100-90)
		Pronunciation is less clear	4 (85-75)
		Uncertain pronunciation	3 (70-60)
2	Intonation	Intonation is highly appropriate	5 (100-90)
		Intonation is less correct	4 (85-75)
		Incorrect intonation	3 (70-60)
3	Fluently	Speaking very fluently	5 (100-90)
		Speaking less fluently	4 (85-75)
		Speaking is not fluent	3 (70-60)
4	Expression	Speech expressions are quite precise	5 (100-90)
		Imperfect speech expression	4 (85-75)
		Inappropriate speech expression	3 (70-60)
5	Content Understanding	Very comprehend the contents	5 (100-90)
		Lack of comprehension of the contents	4 (85-75)



		Unable to comprehend the contents	3 (70-60)
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(Nurgiyantoro, Burhan, 2011)

Role Play

Several experts have proposed various definitions, based on (Yamin, Martinis , 2005) the role-playing technique is a technique that involves interaction between two or more students about a topic or situation, in which students perform their respective roles according to the characters. Meanwhile, (Wahab, Abdul Aziz , 2009) role playing as carrying out a prepared character for certain goals. The role-playing technique is a type of educational game that is used to teach feelings, attitudes, behavior, and values with the goal of experiencing other people's experiences, opinions, and ways of thinking by playing the parts of others. According to (Sumantri , Mulyani dan Johar, Permana , 2016) the Role playing technique is one of the social interaction strategies. Students explore human relations difficulties through role play by playing out problem scenarios and then discussing them. Based on these explanations, it is possible to conclude that Role-Play is a learning technique in which students act out the roles of other characters with full appreciation according to the learning material discussed as role-playing learning material at the moment.

Role playing, like other learning techniques, aims to enhance student abilities. According to (Joyce, Bruce, Marsha Weil and Calhoun, Emily, 2019) role play has aims to: (1) Explore students' feelings, (2) Transfer and embody views on student behavior, values, and perceptions, (3) Develop problem-solving skills and behavior, and (4) Explore the subject matter in a different way. Based on the opinion presented above, it is possible to infer that the objective of role-playing is for students to respect each other's feelings, embody other people's points of view, and make decisions in solving problems.

According to (Puji Santoso, et al, 2011) the benefits of employing the role play technique include: (1) Role play can provide a type of hidden practice in which students automatically employ expressions for the information they have learned and are presently learning, (2) Role play involves a large number of pupils and is appropriate for large classrooms, (3) Because role play is really a game, it may provide pupils with enjoyment. Students will be delighted since playing is their universe. Furthermore, role play may brighten the environment and bring positive energy into the classroom. Students learn to utilize language in a more realistic and useful manner. So that they may learn more about the utility and practicality of English. Additionally, role play techniques may lead to student learning experiences such as the capacity to interact, communicate, and understand an event.

The role play technique offers advantages that the teacher must be mindful. The following are the advantages of the role-playing technique, according to (Djamarah,

S. Bahri dan Zain, Aswan, 2010): (1) Students train themselves to train understand, and remember the contents of the content to be dramatized. Students will be taught to be self-motivated and innovative, (2) Students' talents can be developed so that theatrical arts seeds can sprout from school, (3) As much cooperation as feasible may be established and promoted amongst players, (4) Students develop the habit of accepting and sharing responsibility for their actions with others, and then (5) Students' spoken language can be developed into a good language that is readily understood by others.

Therefore, there are several ways that must be completed for each active learning model. According to (Mulyadi , 2011) the following are the procedures for applying the role playing technique: (1) The scenario that will be exhibited is prepared by the teacher., (2) Assign many students to research situations in the days leading up to the Teaching and Learning Activities, (3) The instructor organizes a group of five pupils (adjusts the number of students), (4) Explain the competences that must be attained, (5) Calling the pupils who have been assigned to play out the planned situations, (6) Each student is in his or her group while watching the scenario. (7) After the completion of the performance, each student is given a worksheet to discuss the performance that has been performed.

RESEARCH METHODOLOGY

Research Design

The method used in this research is an experimental research technique. Experimental research is a form of quantitative research that excels at determining causative connections. Experimental research is a study that attempts to determine the impact of certain variables on other variables using strict controls (Hidayat, Syarifudin, dan Sedarmayanti, 2002). Meanwhile, according to (Riyanto, Yatim, 1996) Experimental research is a systematic, rational, and comprehensive study that is systematic, rational, and comprehensive in controlling conditions. Furthermore, (Sugiyono, 2013) added that experimental research methods can be understood as research methods used to investigate the impact of certain interventions on others under regulated conditions. Based on these researchers' definitions above, experimental research is a systematic research technique that attempts to determine the impact of a specific treatment given to a variable on other variables without being given treatment under controlled conditions. The general goal of the experimental study is to compare the impact of one treatment on the symptoms of one group to other groups using various treatments.

Participants

Population is a broad category comprised of objects/subjects with specific characteristics and traits chosen by researchers to be studied and inferences made (Sugiyono, 2013). In this study the population was all female students, because this school was based on Islamic boarding schools, so only female classes were selected. And then the sample in this research is the researcher selected two groups for the



study sample. There were two classes used, these are class IX A, 23 students as the experimental class and class IX B, 24 students as the control class.

Data Collection

The research data was gathered through oral tests, observations, and interviews. Oral tests were used to compare differences before and after treatment, while observations and interviews were used to gather additional information on students' attitudes toward treatment and their opinions about this method. The oral test was administered twice, once at the start of the research as a pre-test and once at the conclusion as a post-test. The test consists of a role-play performance by students in couples that are graded by the instructor and researcher using speech rubric. In addition, observations were taken during sessions of both the experimental and control groups. It is used to monitor student activity while they are studying. Lastly, to collect more information about the implementation of the technique, interviews were performed by the researcher in the experimental group.

Research Instrument

A research instrument is given to that monitoring device. The types of instruments in this study include assessment instruments and treatment instruments. The following describes the two instruments made:

1. Assessment Instrument

Assessment tools or evaluation devices are broadly classified into two types: non-test and test. The tests used in this research were divided into two types, namely:

- a. Pretest: A test was taken before being given treatment.
- b. Posttest: Tests given after receiving treatment

2. Treatment instrument

In this research, the treatment instrument was the lesson plan (RPP) with the topic of the Role-Play show is "Fairy Tales".

Data Analysis

Consequently, MS Excel can be used for statistical data analysis, but for more complex statistical data analysis, the use of fundamental mathematical and statistical tools (built-in) needs quite lengthy manual computations. Before carrying out data testing, the significance value must be determined as a reference. The significance value of a hypothesis is the truth value of the hypothesis that is approved or denied. Hypothesis testing is a step in a statistical procedure that allows researchers to make conclusions about a community using sample data. The t-test and n-gain score are used to evaluate the hypothesis in this case. The researchers used 0.05 as the significance level when evaluating this data later, it means the level of trust is 90%. When deciding on these figures, the researcher's intended level of trust (confidence interval) is considered the researcher's intended level of trust.

FINDINGS AND DISCUSSION

Findings

Research results that have been found:

The first findings:

1. Statistical Descriptive Analysis

The purpose of descriptive analysis is to get an overview of speaking abilities before (pre-test) and after (post-test) being treated with role playing techniques. Data were obtained from each class, which had 23 students in 9A (experimental class) and 24 students in 9B (control class). As a result, the following data scores will be shown from both:

From Pre-test of Experimental and Control Class. The findings of the experimental and control class pre-test scores are shown in the table above. The total number of data points obtained from the two courses was 47, with 23 students in the experimental class and 24 students in the control class. The findings show that the average of the two classes is a little different. Furthermore, the two have the same highest score, 79. The experimental class has a lower score of 65, whereas the control class has a lower score of 66. As a result, because the experimental class has a lower average value, it may be determined that it is a class that requires improvement.

From Post-Test of Experimental and Control Class: The findings of the experimental and control class pre-test scores are shown in the table above, the average score of the experimental class is 81, whereas the average score of the control class is 75. Furthermore, the experimental class's greatest score is 88, and its lowest score is 75. The control class, on the other hand, has a maximum score of 83 and a minimum score of 70. In terms of pre-test results, the average of the two groups grew, although there was a disparity in scores between the two. The average experimental class was initially 71 to 81, while the control class was initially 72 to 75. Based on the average score, it can be concluded that the experimental class improved significantly more than the control class after treatment.

2. The validation data

The validation data consisted of normality, homogeneity, t-test, and N-gain score.

Here is the explanation:

Class	Normality	Homogeneity	T-test	N-gain
Experimental	Pre-test : 0,96812	Pre-test: 0,00083	6,48	0,35
	Post-test: 0,96864	Post-test: 0,4947		
Control	Pre-test: 1,0544	Pre-test: 0,00083	6,48	
	Post-test: 1,03279	Post-test: 0,4947		



Based on the table above of the normality data, it can be seen that the significance or value of T3 from the Shapiro-Wilk table for both the experimental class and the control class. The significance value must be more than 5% (0.05) to conclude that the data is normal. So, it can be concluded that the T3 value of the experimental class is 0.96812 with a data frequency of 23, which in the Shapiro-Wilk table shows a value of 0.914. So, the distribution of pre-test data from the experimental class is said to be normal because the T3 value (0.96812) > the Shapiro-Wilk table (0.914). Then, from the Post-test, it can be concluded that the T3 value of the experimental class is 0.96864 with a data frequency of 23, which in the Shapiro-Wilk table shows a value of 0.914. So, the distribution of the post-test data from the experimental class is said to be normal because the T3 value (0.96864) > Shapiro-Wilk's table (0.914).

Furthermore, from the homogeneity data, it can be seen that the significance or W value of the experimental and control classes. To conclude that the data is homogeneous, the significance value must be less than the F-table. So, it can be concluded from the results of the pre-test homogeneity test above, which shows a significant value of 0.000830101 or $W = 0.000830101$ with a frequency of data from both classes of 45, which in the F-table shows a value of 4.05. So, it can be concluded that the distribution of the pre-test data from the two classes is homogeneous because the value of W (0.000830101) < F_{table} (4.05). and then from the results of the post-test homogeneity test above which shows a significant value of 0.4947 or $W = 0.4947$ with a frequency of data from both classes of 45, which in F_{table} shows a value of 4.05. So, it can be concluded that the distribution of the pre-test data from the two classes is homogeneous because the value of W (0.4947) < F_{table} (4.05).

Then from T-test, it can be concluded that the value of T_{count} (6.48) > T Table (2.021). Given the basis for decision making that has been explained in the previous section if $t_{count} > t_{table}$ then H_0 is rejected and H_a is approved. It means that there is a significant effect difference between Class IX A and Class IX B. So that the experimental class or IXA which is given treatment using the Role Play technique can improve students' speaking skills compared to the control class or IXB which uses conventional methods. Although the N-Gain score of 0.35 is in the distribution table $3 \leq 9 \leq 0,7$, which indicates that it is in the medium category, it can be inferred from the N-Gain score presented above that the Role Play technique was effectively used.

3. Data from other Resources

Non-statistical data were gathered Through observation and interviews:

Observations were made during both the experimental and control groups' sessions in order to observe student activities while they were studying. According to the post-test results, the experimental class grew much more than the control class after treatment, showing that the experimental class performed better. This is because the interaction of students in the experimental class through role play allows students to participate directly, have fun, and be excited during the

treatment, in contrast to the control class, which is less enthusiastic because they are used to using conventional methods.

Furthermore, from interview students are also enthusiastic about learning English through role play, as seen by the answer to question number one. Additionally, some students stated that they felt progress in speaking as a result of the program and were eager to learn more. Based on these responses, the experimental class students had a positive response of the role-playing technique.

Discussion

The following are the findings that may be gathered from oral tests, observations, and interviews:

1. The findings of the oral test, namely normality and homogeneity test data, all known data are pretest and posttest scores from the experimental and control classes, which are normally distributed and homogenous. The frequency of the biggest and average scores is midway in normal data, and the data indicates that the two groups in the sample have similar abilities so, both of these variables fulfill the requirements for using the t-test for data, which is consequently applied to hypothesis testing. As stated above, H_0 is rejected and H_a is accepted, it means that there is a significant role-playing effect on the speaking ability of the experimental class students because the value of T count (6.48) > T table (2.021) with a df of 45 students and a significance level of 0.05 or 90%. Therefore, the positive effect of role play can be seen from the post-test scores in the experimental class, which increased from 79 to 88, as well as the class average, which improved from 71 to 81 and then, the extent of the N-Gain score is 0.35 which is in the distribution table $3 \leq 9 \leq 0.7$ which means it is in the medium category.
2. From the observational data suggest that students from the two classes, specifically the experimental class, conduct differently in terms of verbal participation, namely interesting, funny, enthusiasm, and good responses. Furthermore, the experimental class that was taught through role play performed a little better than the control class that was taught without role play.
3. From interviews obtained data shows students are also enthusiastic about learning English through role play, as seen by the answer to question number on, and then some students stated that they felt progress in speaking as a result of the program and were eager to learn more. In general. the experimental class students had a positive response from several students who were interviewed regarding the role play technique.

Furthermore, it can be seen from this current research that the score from post-test scores in the experimental class, which increased from 79 to 88, as well as the class average, which improved from 71 to 8 after four meetings, then experimental class that was taught through role play performed a little better, and they had had a positive response regarding the role play technique which can help students practice to train their speaking ability.



CONCLUSION

In research, establishing a conclusion can explain what has been researched as well as the outcomes of a study and its studies and analysis. The following are the findings that may be gathered from oral tests, observations, and interviews:

1. The implementation of learning treatment by using the Role Play Technique to train students' speaking abilities in grade 9 SMP Plus AL-Ishlah, Kec. Soko, Kab. Tuban after the post-test can run well and smoothly. Students gladly and motivatingly participated in the activities of playing plays utilizing the Role Play Technique at each meeting. student excitement and Individual participation are growing as a result of increased student activity and involvement in learning activities.

Furthermore, The statistical calculations in the previous chapter show the results of a comparison of the Tcount value of (6.48) and T Table of (2.021) with a df of 45 students and a significance level of 0.05 or 90%, so that the value of Tcount > T Table which means H_a is accepted because "there is a significant effect of role playing on the speaking ability of experimental class students". Therefore, the researcher's question can be answered that the Role Play Technique is more effective in improving students' speaking skills.

Furthermore, the additional data result from the observational data is the experimental class that was taught through role play performed a little better than the control class that was taught without role play. And then from interviews obtained data shows positive responses from several students who were interviewed regarding the role play technique.

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