Journal of Innovative and Creativity
Journal Homepage: https://joecy.org/index.php/joecy
e-mail: journaljoecy@gmail.com

Faculty of Education
University of Pahlawan Tuanku Tambusai
ISSN 2775-771X (Online)
ISSN 2962-570X **(Printed)**
6 (1) 2026, Page 6840-6844

The Use Of Role Play To Improve Speaking Skill At Eighth Grade Students Of SMP Negeri 2 Siborongborong

Rekolina Siahaan[1], Mariati Saragih[2]
[1,2]Universitas sisingamangaraja XII Tapanuli
Corresponding Author: Rekolina Siahaan Email: siahaanrekolina85@gmail.com

Publhised: Januari, 2026

ABSTRACT
This Research about the improvement of students' achievement in speaking for the eighth grade students in SMP Negeri 2 Siborongborong by using Role Play. Role Play is the method that helps the teacher to relate between the materials with the real situation and invited the students to make a relation between their knowledge with how to do it in their lives. Role Play has positive effect to improve students' skill in speaking and make students more active and know the meaning of what they learned to their lives. This research was conducted by applying Classroom Action Research in two cycles, that is cycle I, and cycle II. Each of the cycle was done in four stages, namely plan, action, observation, and reflection. The instrument for collecting data was oral test. The problem was found in cycle I, some of students there still have difficulties in speaking and bored learn English. In cycle II, all students feel enjoy and happy, it means that they have an improving of their speaking. The subject of this study was one class in the eighth grade students of SMP Negeri 2 Siborongborong. There are 38 students that participated. The qualitative and quantitative data were gathered by administrating oral test and diary notes. The result of quantitave data obtained that the score of students improved from cycle I, and cycle II which the mean of the first cycle was 65.68, the second cycle was 80.97. The result of qualitative data described that the use of Role Play to improve the students' speaking ability.

Keywords: ***Speaking Skill, Role Play, Classroom Action Research.***

© The Author(s). 2021 Open Access This article is licensed under a Creative Commons Attribution 4.0 International License, which permits use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons licence, and indicate if changes were made. The images or other third party material in this article are included in the article's Creative Commons licence, unless indicated otherwise in a credit line to the material. To view a copy of this licence, visit http://creativecommons.org/licenses/by/4.0

INTRODUCTION

Speaking is one part of language skill. It is a part of the productive skill. It is very important to learn speaking because we need to practice it in our educational environment, especially in English lesson. Besides, speaking skill is very important to be mastered because it can help us to communicate with others well. In many situations productive skill can only continue in combination with the practice of perceptive skill. Productive skill work is a way for helping students with their perceptive skill. When they have tried to speak within certain genres, they are better accustomed to understand other people speaking in the same context.

As a productive skill, speaking is the most difficult one. The reason is the speakers must enrich their words and try new words to communicate with other people. For most people**,** mastering the art of speaking is the single most important aspect of learning a second or foreign language and success is measured in terms of the ability to carry out a conversation in the language. In terms of dealing with students talking time, the teacher must concern with the developments of students-to-students interaction. This section specifically intends to discuss classroom activities that aim at encouraging communication or interaction between students. Discuss in the classroom is the example of the way to getting students talk to each other, it is to stimulate information transaction.

The productive skill is difficult to achieve because of several reasons. One of the reason is that students don't have more courage to explain their opinion in front of the class. Perhaps, they suffer a fear of making mistakes and therefore losing face in front of the teacher and their peers.

It is a common fact that speaking is rare to be used in English lesson because speaking is not examined, so the teacher not teaching the student how to speak fluently. Some teachers also teach speaking only by reading some dialogues and asking their students to read and make some dialogues. Those methods can make the students not accustomed to use English actively and assume that learning English is not interesting.

The best teaching method is a moment when teacher gives more time to students in maximize the speaking ability. Using traditional method to teach English in Junior high school can make students feel bored and they do not give any attention to the teacher. The students are not concentrating to their teacher when the teacher explains the material or they get sleepy when the lesson goes on. They feel uncomfortable with their lesson and do not understand with their English material. How the students can apply their English material if they do not understand about their subject material? There are many factors that make students do not understand about their English material. The students can't express their opinion in the classroom, so they often kept silent when English lesson is going on. There are many ways that can be used to improve students speaking skill and to reduce student's boredom. Such as using discussion method, picture to stimulate students participate, using Role Play and others.

THEORETICAL FRAMEWORK

Role Play is a way to bringing situations from real life into the classroom. When we do the Role Play, we ask to students to imagine. They may imagine a role and situation. (Adrian Doff, 1988; 232) According to Jeremy Harmer, role-play activities are those where students are asked to imagine that they are in different situations and act accordingly. The teacher may tell them of role-play being guests at a party. Role Play usually consists of short scenes, which can be realistic –as in acting out a shopping situation- or pure fantasy –as in pretending to interview on TV. Realistic Role Plays have been common features of situational language teaching for a long time and are catered for by suitable dialogues in most beginners‟ textbooks. (FriederikeKlippel, 1987: 121-122)

Brown (2001: 183), role-play minimally involves (a) giving a role to one or more members of a group and (b) assigning an objective or purpose that participants must accomplish. He suggests that role-play can conducted with a single person, in pairs or in groups, with each person assigned a role to accomplish an objective.

a. Be impressed by the strong and long-lasting in the memory of the student. Besides a nice safety net for each other forgotten.
b. Very attractive to students, allowing classes to be dynamic and enthusiastic.
c. Evokes passion and a spirit of optimism in students and foster a sense of community and social solidarity is high.
d. Can live events that take place easily, and have picking grains wisdom contained in it with appreciation of students' own.
e. It may be possible to enhance the professional skills of students, and to foster / employment opportunities for.

   Speaking is realized as communication, so the speakers must be able to express what they want to say as effectively as possible in order to convey the message. Speaking is a part of productive skill in English Language Teaching. It consists of producing systematic verbal utterance to convey meaning. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. (Bailey, 2005:2). Speaking activities may well form one part of a much longer sequence which includes reading or listening and, after the activity, study work. We will often use such activities simply to provide welcome relief from more formal work. (Harmer, 1998: 95).

RESEARCH METHOD

This research was based on action research. Classroom Action Research (CAR) is systematic inquiry with the goal of informing practice in particular situation. Richard A.Schmuck, Ph.D (2005:28) action research is to study a real school situation with a view to improve the quality of actions and results within it. Action research offers a means for changing from current practice toward better practice. Wallace (1998:16) stated that action research referred to classroom investigation initiated by researchers, perhaps teachers, who looked critically at their own practice with the purpose of understanding and improving their teaching, and the quality of education.

Based on the statement above, it will be conclude that action research is very effective way of helping teachers to reflect on their teaching to improve their practice. It aimed to improve students'

learning and the outcomes teaching learning process. Thus, it involved four steps, namely: planning, action, observation, and reflection.

The writer intent to use quantitative and qualitative research to complete this study. Quantitative methods are research methods dealing with numbers and anything that is measurable and Qualitative methods may take the form of interview transcripts collected from research participants or other identified text that reflect experientially in the topic of study, Anderson(1994).

The subject of this research was eighth grade students of SMP Negeri 2 Siborongborong. The class was consisted of 38 students.

The instrument for collecting the data is by oral test. The students will be tested by asking speak up in English based on the dialogue. Beside the oral test, the writer also will use interview and observation sheet which is used when the researcher wants to identify what is happening in the classroom. It will expect that the required data of the research will be achieved after being analyzed.

In collecting the data, oral test will be administrated as the instrument. The students will ask to speak up in English. Their speaking is about material had been given by the teacher. The research will conduct cycle by cycle, if there is significant achievement in research, the cycle will be stoped. Each cycle apply four steps; planning, action, observation and reflection.

The technique of analyzing the data of this study was applied by using qualitative and quantitative data. The qualitative data were used to describe the situation during the teaching process and quantitative data was to analyze the student's score. The qualitative data is analyzing from interview result, observation sheet, and diary notes. The quantitative data were collect and analyzed by computing the score of speaking test. The components of the speaking test covered fluency, pronunciation, vocabulary, and structure.

To know the mean of the students' scores in each cycle, the writer applied the following formula:

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

Where:

$\bar{x}$ = the mean of the students

$\sum X$ = the total score

N = the number of the students

$$\boldsymbol{P} = \frac{R}{T} x100\%$$

Where:

P = the percentage of students who get the point 75 above

R = the number of students who get the point 75 above

N = the total number of students

This applied qualitative and quantitative data. The qualitative data were taken from interview, observation sheet. The quantitative data were taken from the mean students' score in taking speaking test. This research was conducted in one class with 38 samples. It was accomplished in two cycles. Each cycles consisted of action research (planning, action, observation, and reflection).

RESEARCH FINDINGS

This applied qualitative and quantitative data. The qualitative data were taken from interview, observation sheet. The quantitative data were taken from the mean students' score in taking speaking test. This research was conducted in one class with 38 samples. It was accomplished in two cycles. Each cycles consisted of action research (planning, action, observation, and reflection).

The data of this research consisted of four: they are task performance, interview, and observation list, diary notes.

The score of cycle I and cycle II

No	Name	Score cycle I	Score cycle II	Differences score cycle I and cycle II
1	Lia Aritonang	65	85	20
2	Margareta S	60	82	22

No	Name	Score cycle I	Score cycle II	Differences score cycle I and cycle II
3	Josua Sinaga	69	85	16
4	Sinta Nababan	65	87	22
5	Togu Sirait	65	80	15
6	Novalia Nababan	53	84	31
7	Alex Sihombing	75	86	12
8	Rinto Hutasoit	70	86	16
9	Dian Sianturi	60	75	14
10	Andika S	77	88	11
11	Devi Gultom	57	87	30
12	Roy Sipahutar	62	75	13
13	Viona Sinaga	65	73	8
14	Boy Gultom	68	85	17
15	Nurlinda	63	74	11
16	Diana Hutapea	70	85	15
17	Maria S	66	80	14
18	Santi Nababan	68	80	12
19	Leo Sihombing	64	75	11
20	Rotua S	65	85	20
21	Putri Siahaan	60	70	10
22	Suryani Hutasoit	75	88	13
23	Erliando S	62	74	12
24	Ando Hutapea	68	80	12
25	Murni S	65	80	15
26	Rugun	66	85	19
27	Rismalia	68	80	12
28	Elia Siahaan	65	80	15
29	Novita Silaban	75	85	10
30	Dorna Hutasoit	72	85	22
31	Anataysa	75	86	11
32	Rumintang	75	86	11
33	Martua S	65	80	15
34	Rini Simanjuntak	54	75	21
35	Donda S	76	86	10
36	Budiman	50	75	25
37	Teti Gultom	77	88	11
38	Simon S	55	70	15
	Total	**2.496**	**3.077**	
	Mean	**65.68**	**80.97**	

The percentage was shown on the table and counted by using the formula as follow:

$\boldsymbol{P} = \frac{R}{T}$ x100%

Where:

$\boldsymbol{P}$ = the percentage of students who get the point 75 above

R = the number of students who get the point 75 above

T = the total number of students

The percentage of the students improvement could be seen below :

P1 = $\frac{8}{38}$ x 100% = 21.05%

P2 = $\frac{33}{38}$ x 100% = 86.84%

CONCLUSION

After doing the research and analyzing the research, it was obtained the conclusion that Role Play had given valuable contribution that it could create and improve speaking skill. It was found out those students' score increased from the first cycle until the second cycle. It can be seen from the increasing the meant from 65.68 to 80.97. It meant that by using Role Play significantly improved students' speaking ability.

During observation the students' talking time was more maximize that teacher talking time. Therefore, they become more confident to speak in class. Maximize students' talking time to practice their English. it was found that the students did not find it hard to express dialogue by role play and they got easier to speak because they had own viewpoint of the material.

REFERENCES

Arikunto, Suharsini. Dkk, 2006. *Penelitian Tindakan Kelas*. Jakarta. Bumi Aksara. 1980. *Prosedur Penelitian, Suatu Pendekatan Praktik*. Jakarta. Rineka Cipta

Anderson.1994. *Definition of Qualitative and Quantitave* Bailey, Kathelen M. & David Nunan. 2005. *Practical English Language Teaching Speaking*. New York: Mc Graw Hill

Brown, H. Douglas.1980. *Principle of Language Teaching Learning*. New *Jersey*. Prentic Hall.

Fauziati, Endang. 2005. *Teaching of English As a Foreign Language (TEFL)*. Surakarta. Muhammadiyah University Press

Harris, David P. 1969. *Teaching English as a Second Language*. United State of America. Mc Graw- hill book company.

Harmer, Jeremy. 1998. *How to teach English: an introduction to the practice of English language teaching.* Longman.

Harmer, Jeremy. 2001. *The Practice of English Language Teaching: third edition Completely Revised and Updated.* England. Longman

Hornby, A.S. 1995. *Oxford Advanced Learner's Dictionary of Current English*. London. Oxford University Press.

(http://www.iusb.edu/~ametteta/Research about-Teaching and.htm)

Isaac, Stephen, William B Michael. 1984. *Handbook In Research And Evaluation: Second Edition.* California

Klippel**,** Friederike**.** 1987**.** *Keep Talking***:** *Communicative Fluency Activities for Language Teaching***.** Newyork. Cambridge University Press

Lamabardo. 1984. *Evaluation for competence.*

Nunan, David. 1991. *Language Teaching Methodology; a textbook for teachers.* Sydney

Scmuck, PhD, Richard A. 2005:28. *Definition of Action Research*

Wallace, Michael L. 1998. *Action Research for Language Teacher.* United Kingdom: Cambridge University Press

Woodward, Tessa. *Planning Lesson and Courses: Designing Sequences of Work for the Language Classroom*. Cambridge University Press