

THE EFFECTIVENESS OF ROLE PLAYING METHOD ON STUDENTS' SPEAKING DESCRIPTIVE TEXT ABILITY

Oleh :

Kristina Magdalena Lumbantobing¹⁾, Miranda Gultom²⁾, Zahwa Naurah Fadhilahi³⁾, Fadhillah Nursakinah⁴⁾, Fatimah Junita Nasution⁵⁾, Lasma Rohana Siregar⁶⁾

^{1,2,3,4,5,6} Fakultas Pendidikan Ilmu Pengetahuan Sosial dan Bahasa, Institut Pendidikan Tapanuli Selatan
email: Kristinamagdalenalumbantobing@gmail.com

Informasi Artikel

Riwayat Artikel :

Submit, 16 Maret 2026

Revisi, 24 Mei 2026

Diterima, 25 Mei 2026

Publish, 26 Mei 2026

Kata Kunci :

Role-Playing Method,
Speaking Ability,
Descriptive Text.

ABSTRACT

The aims of this study are: to what extent is the application of the role playing method in teaching speaking descriptive text ability, to what extent are students' speaking descriptive text ability before and after using role playing method, then to what extent there is a significant effect of role playing method on students' speaking descriptive text ability at the seventh grade of SMP Negeri 4 Padangsidimpuan. The method used is the one group pre-test post-test experiment with a sample of 32 students (taken through purposive sampling from 362 students). Data was collected through observation and tests. The result show that the application of the role playing method reaches 85%.(good category). The mean score of students' speaking descriptive text ability before and after using role playing method were 43.19 (bad category) and 78.53 (good category). Then, there is a significant effect of role playing method on students speaking descriptive text ability at the seventh grade of SMP Negeri 4 Padangsidimpuan because the table paired sample t-test pretest and pos-test is lower than 0.05(0.000<0.05). it means that hypothesis (H_a) is accepted.

This is an open access article under the [CC BY-SA](#) license



Corresponding Author:

Nama: Kristina Magdalena Lumbantobing

Afiliasi: Institut Pendidikan Tapanuli Selatan

Email: Kristinamagdalenalumbantobing@gmail.com

1. INTRODUCTION

Speaking is one of the language skills beside listening, writing and reading. This skills is approach the process building and sharing meaning because through the use of verbal and non verbal symbols. This one of the simple activities, Because everyone is able to speak everywhere, anywhere, which is suitable, with the situation, and speaking does not need tool to do this activity. Using the language media in speaking can be done by having conversation with another person, one can get a lot of information knowledge, and so on. By using the media of speaking can give opinion statements and speech from one person to another person.

This research focuses on students speaking descriptive text ability. The study found that many seventh grade of SMP Negeri 4 Padangsidimpuan still many students who face obstacles in English learning activities, especially in speaking which is

caused by a lack of vocabulary that makes it possible not to express what they want to say. The researcher identified a significant problem in students' speaking descriptive text ability in seventh grade. This conclusion is supported by data pre-test result in Friday, 17 May 2024. The average score of pre-test (43.18) were far below the minimum passing criteria (KKM) of 75, indicating a critical gap on students' speaking descriptive text ability. Students' speaking ability at the seventh grade of SMP Negeri 4 Padangsidimpuan is still low. The research highlighted the need for the use of new teaching methods in junior high schools.

The reason the researcher chooses the role playing methods is because the role playing method can help students to improve their speaking skills. Through role playing, the researcher will help students who are less able to speak due to lack of vocabulary, will be able to invite students to improve

their speaking skills so that they can develop confidence when speaking in front of the class.

Based on the previous explanation, the researcher had conducted the research with the title "The effect of role playing method on students' speaking descriptive text ability at the seventh grade of SMP Negeri 4 Padangsidimpuan in 2024/2025 Academic Year".

Speaking Ability

Definition of Speaking Ability

Susanti (2019:1) Speaking is a part of language and communication that has its own limitation, speaking is a form of communication and a form of language skill that are practical. According to Pricilia (2024:181) Speaking is one of the indicators of english proficiency level, how students can express themselves through communication.

Next, Brown (2003:105) "Speaking is an important skill that may be observed practically and empirically". Futhermore, (Harris,1996:59) say, Speaking is a complex skill that needs a number of different skills to be used simultaneously that often develops at different rates.

Based on some of the descriptions above, It can be concluded from the explanation above that speaking is a complex and important communication skill in learning english, which involves the ability to express ideas, feelings and thoughts orally. Speaking does not just convey information, but also functions to build relationships between people.

Indicator of Speaking Ability

There are several aspect of speaking ability that researcher use in assessing students work result (Harris in Utami (2017:10-12) says that, there are five indicator of speaking namely pronunciation, fluency, grammar, vocabulary and comprehension. Pronunciation is a complex area ,which includes articulation, emphasis and intonation. Fluency is the element that gives speech the qualities of being natural and normal, including the use of pausing, rhythm, intonation, stress, rate os speaking. Grammar is a set of rules that govern how words are arranged to form meaningful and understandable sentences in a language. Vocabulary is one of the extreme espects that support speaking activity. Comprehension is the ability to comprehend or grasp the meaning of words, sentences, and ideas.

Defenition of Descriptive Text

Descriptive text is a type of text used by writers or speakers to describe or illustrate certain obejcts, people, animals, places or events. The kind of this text usually explains its characteristics, form and the like. According to Amaraine et al., (2009:28) "Descriptive text is used in all froms of writing to create a clear impression about a person ,palce, thing or event".

Futhermore, According to Pardiyo (2007:34) "Descriptive text is a type of writing that has a special fuction to provide a description of an object (human or non-human)". According to Dewi

Angraeni (2023) said that, Descriptive text presents about how something or someone looks like and its characteristics. From explanation above, researchers conclude that descriptive text is a type of writing that aims to describe an object, place, event or experience in detail and clearly.

Role Playing Method

Definition of Role Playing Method

Role playing method is a creative learning model is a creative learning method and can increase students'interest in the material being taught, so that learning objectives can be more easily realized. According to Kurniasih (2023:69) "The role playing method is a way of mastering materials through the development of students' imagination and appreciation of the material".

According Pradana (2019), "Role playing is a learning model direct at solving problems living human relations, especially students' lives". Next, According Nasihah (2019) said that, Role play are very important in communicative approach because they give students an oppurtunity to practice communicating in different social contex and in different social roles.

Based on the explanation above, the researches concludes that the role playing method is an effective learning thecnique in education and training, where participannts act as individuals or figures in predetermined situation.

2. METHODOLOGY OF RESEARCH

The research was conducted at the state junior high school 4, Padangsidimpuan, Located at JL. Sutan Sori Pada Mulia No.32, Padangsidimpuan city. The research was carried out over three months from february until may 2025, on the academic calender for the 2024/2025 school year. The population in this study is all seventh grade students of SMP Negeri 4 Padangsidimpuan, which consists of 11 calss with the total 362 students. The sampel was taken using the purposive sampling technique, namely class VII-1 which consists of 32 students.

The researcher took this class because, in conducting the observation, the researcher interviewed the english teacher at the school. That class had less sel-motivation to study than other, and the teacher also said that the class had a low score in speaking ability if it was compared with other.

The instrument whichh using in this research to measure the variables are observation-sheet and test. Data analysis consist of descriptive statistics: used to describe the result of observation and the frecueny distribution of test scores, normality test: conducted using the kolmogrov-smirnov and shapiro-will tests ($\alpha=0.05$) to verify the normality of the data. Hypothesis tet: using the paired sample t-test in SPSS 25 software to compare pre-test and post-test scores. The hypothesis is accepted if the significance value (2-tailed) <0.05 .

3. RESULT AND DISCUSSION

1. Application of Role Playing Method on Students Speaking Descriptive tExt Ability

Based on the result obtained from the observational analysis of how the researcher applied the role playing method in teaching speaking descriptive text ability at SMP Negeri 4 Padangsidempuan, out of 15 aspects observed, the researcher obtained a total score of 64 out of a maximum total score of 75.

Based on the index formula used, the calculation results show 85% according to the criteria of the likert scale listed in the table, with an interval 81-100% category as excellent. This indicates that the researcher has successfully implemented the role playing method in teach speaking descriptive twxt ability.

2. Students' speaking descriptive text ability before using rola playing method

After collecting the data by giving a pretest which was formed by descriptive text , it was found that the highest score was 60 (category good) and the lowest score was 37 (poor category). Based on the whole data of the pretest, the reesearcher found the mean score was 43.19 (category enough) the median score was 43 (category enough) and the mode score was 44 (category enough).

Table 1. Score of Mean, Median, Mode on Students' Speaking descriptive text Ability before using role playing method

No	Criteria	Score	Category
1	Mean	43.19	Enough
2	Median	43	Enough
3	Mode	44	Enough

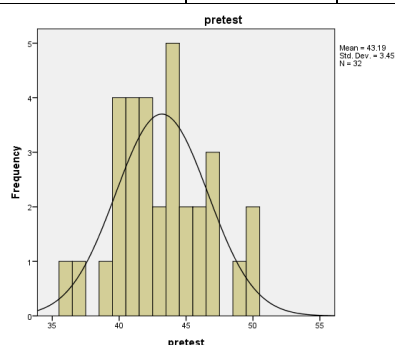


Figure 1. The Histogram of students' pretest in speaking descriptive text ability before using role playing method

Based on histogram above, the data is normally distributed because, the average of the data is at the centre point Where the mean value of the pretest data was 43.19 (enough category).

3. Students' speaking descriptive text ability before after role playing method

After collecting the data by giving a posttest about the students speaking descriptive text ability by using role playing method. The rsearcher found that the highest score was 85 (very good category) and the lowes score was 69 (good category). From the whole the data of posttest, the researcher found the mean score was 78.53 (good category) median score

was 79 (good category) and mode score was 78 (good category).

The researcher show the specification of calculation in the table below:

Table 2. Score Of Mean, Median, And Mode On Students' Speaking Descriptive Text Ability After Using Role Playing Method

No	Criteria	Score	Category
1	Mean	78.53	Good
2	Median	79	Good
3	Mode	78	Good

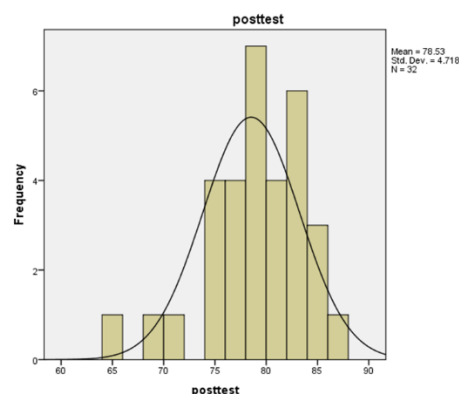


Figure 2. The Histogram of students' posttest in speaking descriptive text ability after using role playing method

Based on histogram above, the data is normally distributed because, the average of the data is at the centre point Where the mean value of the pretest data was 43.19 (enough category).

Then, to answer the hyphotesis, the researcher used a paired sample t-test. Before doing the paired sample test, the researcher was first to use the test requirement or assume a classic test.

H_a : if significant > 0.05 , the data is normality distribution

H_o : if significant < 0.05 , the data is not normality distribution, the researcher shows the result of normality test on table below:

Table 3. Tests of Normality of Role Playing Method

Description	Formulated			Explanation
	Ks	Sw	α	
Pretest	0.200	669	0.05	The data nrmal distributio
Posttest	0.200	092	0.05	The data normal distribution

Based on the results of the normality test using Kolmogrov-Simirnov, the significance value for the pretest was 0.200 ($0.200 > 0.05$), and using Shapiro-Wilk, the significance value for the pretest was 0,669 ($0,669 > 0.05$). This indicates that the pretest data was normality distributed because both test yielded significance values greater than 0.05

Futhermore, the results of the normality test for the post-test show a significance, value using kolmogorov-smirnov of 0.200 ($0.200 > 0.05$), and using Shapiro-Wilk of 0.92 ($0.92 > 0.05$). these results also indicate that the post-test data was normally distributed because the significance values were greater than 0.05. it can be concluded that both

the pretest and post-test data were normally distributed, thus meeting the requirements for hypothesis testing.

After using that the data was normality distributed, a paired sample t-test was conducted to measure the significance of the improvement on students' speaking descriptive text ability after using role playing method.

Ha : There is a significant effect of role playing method on students' speaking descriptive text ability if significant (2-tailed) is less than 0.05.

Ho : There is no a significant effect of role playing method on students' speaking descriptive text ability if significant (2-tailed) is more than 0,05.

In this case, the researcher used the paired sample t-test as follows:

Table 4. Paired sample t-test statistics Role Playing Method

	T	DF	Sig (2-tailed)
Pair 1 Pre-test -Post-test	-42.280	31	.000

Based on the table paired sample t-test, it shows a T statistics value of -42.280 with degrees of freedom (Df) = 31 (based on a sample of 32 students). The two-tailed significance value (Sig. 2-tailed) is 0.000, well below the significance level = 0.05. This proves that there was a significant difference between the average pre-test and post-test score of the students. The negative sign on the T value indicates that the pre-test, which confirms that the role playing method successfully improved the students' speaking ability in descriptive text.

Based on the result of data analysis that has been done and data processing through the calculation of the results of test scores that was given to the students then the result obtained from the research was carried out in the discussion as follows:

The result of the observation sheet, the result of the role playing method on student speaking descriptive text ability, the researcher found that the score was 85%. The score is categorized "Very Good". Furthermore, the result of students' speaking descriptive text ability before being taught by using the role playing method was 43.19 and it is included in "Bad" criterion. While, the result of students' speaking descriptive text ability after being taught by using the role playing method was 78.53. It is included in "Enough" criterion.

Based on the result of pretest and posttest that has been analyzed, it was known that the result of the students' mean score is different. This means that students' scores after using the role playing method have a significant effect. Furthermore, the alternative hypothesis formulated in this research is accepted, it means that, "There is a significant effect of the role playing method on students' speaking descriptive text ability at the seventh grade students of SMP Negeri 4 Padangsidimpuan." descriptive text ability at the seventh grade students of SMP Negeri 4 Padangsidimpuan.

Furthermore, the result of this research is suitable with the result of previous studies conducted by (Asef Wildan Mulfadilia (2022) with the title "Teaching English Method Role Play To Increase Speaking Ability For Nursing Student of Stikes Bina Sehat PPNI Mojokerto". From the result of the study it is known that the students' speaking ability before giving treatment is poor. It can be seen from the average score which the students gained only 40. And the highest score that the students gained was 25. Moreover, there was an increasing score when it compared with the result of the pre-test and the post-test. One of the post-test the average score was increased to become 65. So in this research, researchers found the effect of using the role playing method on students' speaking descriptive text ability, especially in vocabulary, where previously students got an average of 9.56 after that with a score of 17.40.

4. CONCLUSION

Based on the research result, the researcher outlines the conclusion as follows:

1. The application of the role playing method on students' speaking descriptive text ability at the seventh grade of SMP Negeri 4 Padangsidimpuan is categorized "very good" because it shows that the mean of the students' score is 85%.
2. The students' speaking descriptive text ability before and after using the role playing method at the seventh grade of SMP Negeri 4 Padangsidimpuan is 43.19 and is categorized "fail" and 78.53 is categorized "good".
3. There is a significant effect of the role playing method on students' speaking descriptive text ability at the seventh grade of SMP Negeri 4 Padangsidimpuan. It can be seen from the score of the Kolmogorov-Smirnov of 0.200 (0.200 > 0.05), and using Shapiro-Wilk 0.092 (0.092 > 0.05). There is a significant effect of the role playing method on students' speaking descriptive text ability on the medium category and then, the alternative hypothesis of this research can be accepted.

5. REFERENCES

- Aam Alamsyah, Ahmad Faaozan, & Dkk. (2024). *Useful AI Tools For English Teachers*. Bayuamas Penerbit Rizquna.
- Des, A., & Andi I., Dkk. (2021). An Analysis of Students' Speaking Ability in Retelling Story on Descriptive Text at The Second Grade Students of SMP YPLI Pekanbaru. *Pendidikan dan Keguruan*, 12(1), 59.
- Dahlia Amelia, Bambang, S, Jarkawi, & Dkk. (2023). *Metode Penelitian Kuantitatif*. Aceh: Yayasan Penerbit Zaini.
- Dewa Ayu, W., Dewa Ayu Karina, P., (2024). Role playing method in second language learning. *Jurnal Educience (Jes)*, 11(1).

- Elvi Susanti. (2019). *Keterampilan Berbicara*. Perpustakaan Nasional
- Karimuddin.(2022). *Metodology Penelitian Kuantitatif*. Aceh: Yayasan Penerbit Muhammad Zaini
- Syarah, S., Wennyta., & Yuni. (2023). The effect of roleplay method toward students' speaking skill in grade xi senior high school number 9 Jambi city. *Journal of English Language Teaching*, 7(2), 105.
- Imas Kurniasih. (2023). *Ragam Pengembangan Model Pembelajaran*. Kata Pena
- Naldi, A., Oktaviandry, R., & Gusmaneli, G. (2024). Model pembelajaran role playing dalam meningkatkan fokus peserta didik. *Jurnal Bintang Pendidikan Indonesia*, 2(2), 133-140.
- Pricilia, Gabby Maureen, Irmayana, A., H. Rahmansyah, and W. Iskandar Lubis. 2025. Integration of ICT by the use of the yoodli artificial intelligence on students' speaking skill. *Jurnal Education and Development*, 13 (1), pp. 294-298.
- Melwan Ady Rezki Harahap, Gabby Mauren Pricilia, Nurlisa Novita Sari. (2020). The effect of mingel game on students speaking descriptive text ability a study at the seventh grade students of SMP Swasta Sariputra in 2018/2019 Acdemic Year. *Jurnal Liter. Institut Pendidikan Tapanuli Selatan*. Volume 3(1), 207.
- Riafa'I Abubakar. (2021). *Pengantar Metodologi Penelitian*. Yogyakarta. SUKA-Press UIN Sunan Kalijaga
- Richard, Renandya. (2002). *Methodology In Language Teaching*. New York: University
- Sunarti, S. (2021). Metode mengajar kreatif dalam menciptakan pembelajaran yang menyenangkan. *Jurnal Perspektif*, 13(2), 129-137.
- Sugiono. (2019). *Penelitian Kuantitatif, Penelitian Kualitatif, R&D*. Bandung:Alfabeta.
- Wahyudi, A., Pamuji, A., Sari, F., & Martuti, R. (2023). Integrating character education through role play in english learning. *Innovative: Journal Of Social Science Research*, 3(2).
- Nasiah. (2022). Teaching english method: role play to increase speaking ability for nursing student of tikes bina sehat. *Jurnal Education and Development*, 10 (1).
- Tri Ningsih, Zainul, A., Dkk. (2021). Multimedia tutorial untuk mempermudah pronunciation bahasa inggris menggunakan metode alm kelas vii smp. *Jurnal Kajian Teknologi Pendidikan*. Volume 4(4).
- Sugiyono. (2022). *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: CV. ALPABET