THE USE OF ROLE PLAY THROUGH IGTV TO IMPROVE STUDENTS' SPEAKING SKILL OF HARAPAN UTAMA SENIOR HIGH SCHOOL AT BATAM

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ABSTRACT

Speaking is one of the most troublesome expertise to ace. It likewise happens to most of the students in Harapan Utama senior high school in Batam. They have numerous problems communicating in English since they believe that English is not a daily language in Indonesia. Therefore, this study aims to find out whether Role-play through the IGTV significantly improves students' ability in speaking skills. This study chose 37 students of grade 10 at Harapan Utama senior high school. This survey research tested the hypotheses that have been set. Therefore, this study used the speaking score (Pre-Test & Post-Test) as the research instrument. From the data conducted by one group pretest and posttest design, the data analysis of t-test shows that the value of Sig. (2-tailed) is $0.00 < 0.05$. Therefore, there is an average difference between Pre-Test and Post-Test learning outcomes. In addition, based on the Interview, some improvements were achieved in the post-test scores, such as pronunciation, vocabulary, and understanding. Thus, to conclude, using roleplaying through IGTV as a classroom teaching technique can improve students' speaking skills. Last, this research can be useful and used as an additional guide, particularly in improving the ability of students to speak English.

INTRODUCTION

Speaking is the way in an assortment of settings to create and exchange meaning using verbal and non-verbal images (Chaney and Burke, 1998). While various experts claim that language is essentially discourse, Theodore (1960) notes that speaking is the ability to communicate with the voice that a person uses in everyday life both at school and outside. Skills are acquired by many repetitions consisting of the ability to send and receive messages of what is being said. As it were, speaking is to convey sentiments, emotions, thoughts, or different things as a language of correspondence that is constantly utilized by people in their everyday life correspondence both in their conventional life and in their casual life. Along these lines, everything that is said or communicated by people in speaking becomes a picture in verbal and non-verbal form for the individual

who uses it in everyday life. Speaking happens all over the place and turns out to be a piece of our everyday exercises. Therefore, speaking is the most troublesome expertise to ace, among the four skills (tuning in, speaking, perusing, and composing).

The following are the problems of speaking ability learners (Munjayanah, 2004), such as inhabitation, nothing to say, lack of or unequal participation, and mother tongue use. It likewise happened to most students in SMA Harapan Utama in Batam. Based on the two-week observation, it showed that the atmosphere of learning English, especially the speaking ability that occurred in class X did not function properly. Judging from the students' perceptions, this is due to several reasons, including the absence of certainty. It appears that students often experience difficulties such as cannot provide input if the educator asks them to provide their thoughts, not having an approach to articulate every word, and tending to be quiet when they are asked to be interested in speaking practice. As indicated by educators, their level of learning is still low as students. Therefore, many factors influence speaking ability, especially in articulation, punctuation, and jargon, and students learning English with unfamiliar dialects, are also not used to communicating in English in everyday life.

As per the issue, this study attempted to employ proper methods that can be utilized to assist the student in improving their speaking skills, namely role play technique. Role Play is a learning activity where students act like someone else to describe it in certain circumstances to play a role in situations based on the script they make. Harmer (2001) characterizes that role play as exercises in that students are approached to envision that they are in an alternate circumstance and act as indicated by the circumstance. In role-play as Littlewood (1981) states that students are required to mimic genuine circumstances with various jobs from every understudy. In this strategy, students straightforwardly use jargon and articulation through speaking. Since this procedure is straightforward to utilize, students are keen on taking an interest in learning. As indicated by Littlewood (1981), role play can be applied by EFL educators because English itself is not used in everyday life in some countries. In Role Play, students also thought that it was more obvious how to ask questions and offer thoughts because they were practicing them legitimately as, all things considered, circumstances. If students comprehend the utilization of jargon, they will be certain to utilize it in speaking. As a result, they will speak fluently.

Many studies are examining the effects of Role Play to improve students' speaking skills. Kharismawati (2014) found out that the students were interested and actively engaged in the process of teaching and learning using role-playing. Nurbaya, Salam, & Arifin (2015) found out that the use of roleplay will make the activities of speaking and learning more fun and engaging. It is because role-playing encourages shy students to speak by presenting an opportunity. Students with conversational problems are freed. Furthermore, it is enjoyable and most students can accept that happiness contributes to better learning. However, this study attempted to combine the use of technology and role play. Today, Instagram is one of the coolest and up-to-date applications, and of course, many are interested in using it. Distance learning/e-learning is what makes this study attempt to use IGTV as the best and right application for them to make videos in the form of speaking according to the topics learned and to figure out how each

child's speaking skills in each class can be enhanced. Need to know that IGTV is a feature from Instagram. This feature allows users to upload videos with a longer duration. IGTV itself is made with the same format as Instagram Story, the difference is only in the duration of the video. Therefore, IGTV video will have a vertical format with a video duration of 10 minutes to 1 hour. In this way, this study can easily see the improvement in their respective speaking skills on the topic, because all the videos that are listed on IGTV on Instagram are in each class, and of course, this also makes research easier to get results. Therefore, this study would like to find out whether the use of role-playing through IGTV will improve students' speaking ability.

LITERATURE REVIEW
Speaking

Widdowson (1990) states that speaking is a way for verbal correspondence that gives data including two components, in particular the speaker who gives the message and the audience who gets the message. In learning English, speaking is one of the important skills that students must learn easily and there is no mistake in it. Harmer (2001) states that speaking includes the procedure of association between the speaker and the audience between at least two members, which implies successful speaking between the speaker to the audience likewise includes a great deal of listening that is passed on as a message. In terms of speaking here, students will share ideas using words. Students will share with others their experiences. They may also have verbal and non-verbal correspondence in social relationships to identify themselves. In this way, students should be graded several sections to make a useful correspondence.

In learning a language, each student has difficulties. It is not easy for students to improve their speaking skills in particular. The following are the problems of speaking ability learners (Munjayanah, 2004):

1) Inhabitation: Speaking requires some level of ongoing presentation to a crowd of people, unlike reading, writing, or listening activities. Students are also marginalized in the study hall by trying to state items in external language: stressed over slip-ups or essentially missing the consideration that their dialogue draws in.

2) Nothing to say: You frequently hear students lament that they do not do enough to state that they have no intention of speaking outside the blameworthy tendency they should be talking about, even though they are not inhibited.

3) Lack of or unequal participation: Whether he or she is to be heard, only one person will speak at a time, and in enormous gatherings, this means the truth will be revealed to all, with next to no talking time.

4) Mother tongue use: It is easier for the understudy to utilize their first language in their group because it looks ordinary. In this way, most understudies in the learning process are not taught to use the objective .

Role Play

Roleplay is a technique to carry out particular characteristics of acting or pretending to be other individuals that are coping with new situations. According

to Ladousse (1995), in this case, when students assume a job, they play a role in a specific situation, and play means being brought into a safe environment where students are as fun and playful as possible.

Harmer (2001) characterizes role to play as exercises in that students are approached to envision that they are in an alternate circumstance and act as indicated by the circumstance. In role-play as Littlewood (1981) states that students are required to mimic genuine circumstances with various jobs from every understudy. Roleplay is an encouraging procedure in the Communicative Language Teaching technique that expects the student to be innovative and dynamic in applying the material and articulations they learn. In this strategy, students straightforwardly use jargon and articulation through speaking. Since this procedure is straightforward to utilize, students are keen on taking an interest in learning.

In Roleplay, there are two types of Roleplay, namely real games and surreal games. According to Al-Arishi (1994), a real game is a Roleplay activity that is an exercise in a real-world situation. Therefore, the teaching materials given to students must be authentic, and reality and certainty can be brought into the classroom so that they can play a role that is really like the real situation. It contrasts with the real game, the surrealist game here requires students to be more creative, and imaginative according to each student's mind. Therefore, students are given the freedom to do role plays by the imagination of each student's thinking where it is fun according to them, but still must be following the learning given by the teacher. Roleplay gives students a lot of advantages in developing their English language, as the primary concern of role play is to encourage students to interact. The advantages are motivation, self-esteem, opportunities for learners who are shy, learner-centered, and interesting activities. In role-play, students also find it easier to understand how to ask questions and give opinions because they practice it directly as in real-life situations. If students understand the use of vocabulary, they will be confident to use it in speaking. As a result, they will speak fluently.

According to Penny Ur (1999), this is virtually the only way teachers can allow their students to practice improvising a variety of real-life spoken language in the classroom, and it is an incredibly successful strategy if students are enthusiastic and cooperative, but more inhibited or nervous individuals find it challenging and sometimes even embarrassing to play a part. Therefore, role play will at least make students engage and speak in several ways so that they can speak confidently and later can speak fluently without grammatical errors.

According to Huang (2008) there are six roles steps in the procedure 1) determine the materials for teaching, 2) choose the right situation and create a dialogue, because the situation or condition to role play should be selected, 3) teach dialogue relating to lessons for role play, 4) ask students to practice the role-play, 5) ask students to modify the situation and dialogue they previously played, 6) evaluate and examine students' understanding of role play.

Therefore, role-playing is a technique that is ideal for making students confident and cooperative. The teacher has an important role in this problem. Towards being cooperative and confident, the teacher needs to assist the students. It can be solved by grouping the students into using this technique for the

cooperative problem. This involves the confidence of the students by grouping the learners. It will assist them to help each other before they play their part.

IGTV

Social media tools create a platform for improving the educational process. According to Urista, Dong, and Day (2009), the usefulness of social media tools also facilitates student learning to enrich the teaching and learning process with text, video, and audio content and facilitate the teacher in addition to the evaluation process. In this modern era, most students certainly have a great interest in social media. Social media itself offers value in teaching where it makes educational institutions believe. According to Mike Moron, Jeff Seaman, and Hester Tinti-Kane (2011), it can be believed that videos, podcasts, and wikis are useful tools for teaching and learning. Many social media reporting platforms can be useful tools in a classroom for collective learning. Teachers who explore this moving landscape will also be able to discover the real potential of social media to drastically change the pedagogical basis of their teaching experience, giving them the tools, they can use to create learning experiences that are truly adaptable and flexible for students.

From the above statement, we can conclude that the use of social media can be an alternative tool in the teaching and learning process. Therefore, researchers use Instagram, especially the IGTV feature, the newest feature of the Instagram application itself is one of the many social media available, that is used for photo and video sharing and students in this modern era certainly have the application. states that Instagram's increasing popularity as an app used to share images resulted in many users jumping into the company, such as throbbing business social accounts that help Instagram promote their products.

RESEARCH METHOD

The purpose of this research is to find out whether the use of Role-play through IGTV activities can improve students' speaking skills. The method of research is quantitative by using a descriptive analysis approach to test the hypotheses that have been set. In this research, quantitative descriptive analysis is used through data collection methods.

This study is classified into experimental research. According to Shadish, Cook, & Campbell (2002) states that in the 17th century after the scientific revolution, experimental research became meaningful because it took deliberate action and was followed by systematic observation. Experimental research here relies on testing hypotheses or relationship variables from the research study. The researcher selects the pre-experimental designs in this study that do not include a random assignment of subjects to groups or other strategies to control external variables.

The research was held at Harapan Utama Senior High School. Grade 10 of this Senior High School consists of 37 students, 16 male students, and 21 female students.The main data in this study were the speaking score based on the rubric with 5 criteria, from the Pre-Test and Post-Test. To find out whether the use of

IGTV can improve students' speaking ability, this study will compare the average Pre-Test and Post-Test scores using the Normality test through the T-Test.

According to Bluman, A.G., (2012), a T-Test is a type of test which requires analytical data in a form of statistics to calculate a certain number of participants. T-tests can be applied in experimental research to determine the appropriate treatment of two variables. If we can know the difference compare between two variables, we can develop the experimental research into the factorial design.

In this study, the researcher chooses a paired t-test that is used in a sample to compare the calculated mean value with known population values. Specifically, this test is used to test hypotheses about a single mean group chosen from an unknown variance population.

FINDING AND DISCUSSION
Finding
1.   T-Test Result

In this study, the assessment of students' speaking in pre-test and post-test is based on five aspects in speaking; these are grammar, fluency, pronunciation, vocabulary, and understanding. The result data of the current study are analyzed by applying the following statistical methods: a paired t-test was calculated between the pre and post-test scores of speaking skills in the one group of students to show the impact in the hypothesis of the study.

Table 1. Paired Sample Statistics Result

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRETEST	71.3514	37	7.96247	1.30902
	POSTTEST	74.4595	37	7.88668	1.29656

The first table shows a summary of descriptive statistical results from the two samples studied, namely the Pre-Test and Post-Test values. Pre-Test scores were obtained from the average learning outcomes or Mean of 71.3514, while the Post-Test scores obtained an average value of learning outcomes or Mean of 74.4595. The number of respondents or students used as research samples was 37 students. The Std. Deviation value in the Pre-Test was 7.96247 and the Post-Test was 7.88668. Finally, the Std. Error Mean value for Pre-Test is 1.30902 and for Post-Test is 1.29656.

Because the average value of learning outcomes in Pre-Test 71.3514 <Post-Test 74.4595, it means descriptively there are differences in average learning outcomes between Pre-Test and Post-Test results in the use of Role-play through IGTV techniques. The next table will show the difference is real (significant) or not. It is necessary to interpret the results of the paired sample T-Test contained in the Paired Samples Test output table.

Table 2. Paired Sample Correlations Results

		N	Correlations	Sig.
Pair 1	PRE TEST & POST TEST	37	.861	.000

This second output table shows the results of the correlation test or the relationship between the two data or the relationship of Pre-Test and Post-Test

variables. Based on the above output, it shows that the correlation coefficient is 0.861 with a significant value (Sig.) of 0.000. With Sig. 0.00 < probability 0.05, it can be said that there is a relationship between the two data or variables. This is obtained from the Pearson Bivariate coefficient (with a two-tailed significance test) for each pair of variables entered.

Table 3. Paired Sample Test Results

		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	PRETEST-POSTTEST	-3.10811	4.17522	.68640	-4.50019	-1.71602	-4.528	36	.000

The third table here is the most important output table because in this third part we can find the answers to the questions in this study, namely about the use of Role-play through IGTV to Improve Students' Speaking Skills in Senior High School at Batam.

Based on the third output table here, the value of Sig. (2-tailed) is 0.00 <0.05, so Ho is rejected and Ha is accepted. Therefore, there is an average difference between Pre-Test and Post-Test learning outcomes. It means that there is an influence on the use of Role-play techniques to improve the speaking skills of Grade 10 Senior High School Students in Harapan Utama.

The first output table Paired Samples Test also contains information about the value of Mean Paired Differences. This value shows the difference between the average pre-test and the post-test. The difference between -4,50019 to -1,71602 (95% Confidence Interval of the Difference Lower and Upper).

Based on the results, it can be concluded that the implementation of Role Play through IGTV is effective to improve students' speaking skills at grade 10 of Harapan Utama Senior High School. Another reason is that most students find that roleplay is enjoyable and for sure this reason leads to doing better attention in learning and stimulates them to participate in roleplay activities. This is in line with what has been found in the previous research Nurbaya, Salam, & Arifin (2015). Their research found that the speaking score of the students taught by using role-play is greater. The use of role-playing will make the activities of speaking and learning more fun and engaging. It is because role-playing encourages shy students to speak by presenting an opportunity. Students with conversational problems are freed. Furthermore, it's enjoyable and most students can accept that happiness contributes to better learning. In the end, by role play technique, the ability of students to speak increases well.

2.   Interview Result
The second finding is shown in the form of student interviews. In this interview, there were about 8 students who were interviewed; it aims to find out the difficulties of students in speaking mastery and their point of view in using roleplay through IGTV in speaking practice. Several points are shown from the results of the interview which are divided into 3 points, namely the benefits of roleplay through IGTV, learning with roleplay, and comparisons between before and after using roleplay through IGTV.

Most students, particularly when speaking, have a good interest in learning English. However, in this case, the students also found some problems and difficulties when speaking, mostly such as lack of vocabulary, lack of confidence, irregular grammar when speaking, and the pronunciation of vocabulary or sentences that are not quite right. Many people believe, based on Tatham and Morton (2006), that they can understand a language, but they cannot speak it. The interview also showed that the students perceive personality as a problem and difficulty in speaking.

a. *Benefits of Roleplay through IGTV*

During the interview, several students such as students A, D, E, G, and H gave their impressions and perspectives about the benefits of roleplay through IGTV after implementing it in the classroom.
(Student A)
"I think it was a good thing because it seems like this is a new thing in learning English, especially in the speaking skills section, so it's fun to have a class atmosphere when implementing this roleplay."
(Students D)
"It's good, I like the way you teach and implement the roleplay through IGTV since most all of us used it for our daily life."
(Student E)
"It's a good idea/thing, I like it, so far so good. The activities made us feel enjoy, most of us being so active than before the implementation of roleplay, and I think because this roleplay also uses IG for the tool, since most of us were active to use IG."
(Student G)
"Ahh it's a good thing, I like the way you introduce and give us that good technique to teach us especially for our speaking skill, overall the activities was so interesting, we can more enjoy while learning and the vibes of the class were so nice."
(Student H)
"Oh I like it, it's good, my classmates and I enjoy participating in every activity of roleplay, and are enthusiastic when doing video speaking, even though there are still some students who are neither doing nor lazy."

It can be seen that there is a benefit of roleplay through IGTV following the impressions and perspectives of several students who have been interviewed. During the implementation of roleplay through IGTV, they looked enthusiastic, active, and participative. It can be seen from some of them did not collect the video speaking because they are not accustomed to using IG.

b. *Learning with Role Play*

During the implementation of roleplay, students can witness and feel firsthand and see how the conditions of the learning process using roleplay, this can be seen from the interviews of several students A, D, E, F, G, and H.
(Student A)
"Maybe for some students, it will be interesting and can help them, like me and also in my opinion, from what has been seen while using roleplay through IGTV, the students enjoy getting more active, I guess."
(Student D)
"I think it's not a bad thing, I like. Most of us seen enjoy and the environment of the class such a nice situation, and maybe from there this roleplay can help our difficulties during speaking skill section."

(Student E)
"I think so, it is seen from the situation of class, all of us are trying to speak, although some of them still use the Indonesian language, at least they want to try."
(Student F)
"Hmm I think so, for some students, because I don't know if there is an improvement with my friends in class while you implement the roleplay, but it is seen they have an improvement in some criteria?"
(Student G)
"Hmm, I think yes, because if students already enjoy teaching and technique, it can attract the attention of students and make some students who were previously uninterested and bored enjoy more and maybe be able to improve their English language especially their speaking skills."
(Student H)
"I think so, cause it's a new thing and makes interesting to do, so it can be said for some students that I have seen, they get some improvement."

It can be seen that the class atmosphere becomes more pleasant, the students enjoy participating in every activity of roleplay because they think, when students already enjoy teaching the learning at that time, it can attract students to pay more attention, not feel bored and so on, also they find it much better than before using roleplay. In their opinion, the use of roleplay for teaching and learning can also help them increase their difficulties in learning English, especially in speaking skills. It cannot be denied that there are still some students who are only interested in doing roleplay in class but are less interested in making video speaking and uploading to IG, this can be seen from the interview with Student B.

"I think it's not a bad thing, I like it but sometimes I am just tired to make a speaking video, but on the other side I can be more confident because I can see the video speaking of my other friends which makes me more motivated to do and follow the activities of the roleplay itself" (Student B)

This is possible for some students who are not accustomed to making videos and editing video speaking, it may feel unpleasant and troublesome. It cannot be denied that according to Student B, using roleplay also makes them feel more confident because after they upload their video speaking, they can immediately watch videos of other friends and immediately be motivated to keep trying to be better at speaking, without any pressure from anyone to make him look perfect in speaking.

c.   *Comparison between before and after the use of role play through IGTV*

In the interview session here, it was more aimed at whether the students got changes from before and after implementing and using IGTV roleplay through their speaking skills, according to several students such as students A, B, C, D, and F, they had progressed on several criteria from speaking skill.
(Student A)
"For me yeah I think the use of IGTV can improve my confidence and pronunciation. Previously, maybe I was more afraid, not confident because I was afraid of what I said was wrong in vocab and grammar, but since the implementation of this roleplay, I have been given more freedom, and feel like I'm playing even though I'm studying, and all my friends are on average more active and that's where I'm also motivated"
(Student B)
"I think I have improved in confidence and vocab? yeah because I don't feel isolated when I speak wrong and can get more vocabulary for the material to speak"

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(Student C)

"It doesn't improve so much, maybe for me like improve my vocab so I get some motivated to speak using English language and maybe I'm not feeling bored again while study, but so far I enjoy"

(Student D)

"I think I have improved in confidence and vocab? Previously I felt not motivated to always speak in English, that's where the lack of vocabulary I know, but during the implementation of IGTV roleplay through I was more confident and got a new vocab, I got this because I could see video speaking friends. My friend uploaded it, I could compare it with my video and I was motivated to be more confident and make a better video speaking, outside of roleplay activities during teaching and learning."

(Student F)

"Vocab and confidence? Is it yes? I think I get more improvement in my confidence and vocab, cause after the implementation of roleplay through IGTV, I feel more confident to speak, because when the implementation took place, almost everything I saw participated and was active in participating in every activity of roleplay, it made me motivated and confident to speak, and that's where I also got a vocabulary that I could use when I spoke, so I wouldn't be confused anymore to speak. express what I want to say using English"

It can be seen that here they have the same improvement after the implementation and use of roleplay through IGTV, namely confidence, vocabulary, and pronunciation, even though they have the same improvement, but they do not mean the same thing, because here they provide their respective testers which are nothing but as a whole. It was concluded that after they gained the confidence to speak, the vocabulary slowly continued to increase, because of the frequent sharpening and conversation between students, even though at first, they still had difficulties and mixed it using Indonesian, but it did not rule out the possibility for them to continue practicing.

In addition, students are also given complete freedom to speak such as having opinions, answering questions, asking answers to each other, and others in groups and individually, and indeed they are required to actively speak using this language. English to get used to it because they are used to it, they begin to understand the pronunciation of words better in every speaking session. This is what makes some students who have been interviewed feel that they have improved in the three criteria of speaking skills.

However, this certainly does not rule out the possibility that some students who are already good at speaking cannot feel any improvement or affect more from the implementation of the use of roleplay through IGTV. This can be seen from several students who have been interviewed such as students E, G, and H.

(Student E)

"For me, I think it is not different, but I feel some improvement like more in my grammar while speaking, I can be more aware of the use of grammar when speaking, even though I am not very good at speaking according to the grammar that has been learned, but I feel that there is an improvement in that part, and I feel quite happy that I have received improvements after implementing this roleplay through IGTV, thanks to Ms."

(Student G)

"For me, I think it's just same, but so far I enjoy and get an improvement of my grammar although it doesn't improve, at least from before and after using/implementing roleplay through IGTV, I can better practice the grammar that I have learned when I speak to friends and other people."

(Student H)

"I think for me it's no different between before and after the using IGTV, but so far I like and enjoy, maybe the difference is I can speak more regularly using the vocab and grammar that I have learned, then I can be more fluent when speaking, I think it is myself who has improved after implementing this roleplay"

They almost did not feel any improvement after the implementation of the use of roleplay through IGTV, even though it was only one criterion and they think it was not as improved as other students, because before implementation they already used English and even in speaking skills they did not find deep difficulties, then from the results after implementation there was also no improvement that many of them. Apart from the results after this implementation, it is possible that they also enjoy it, and they also certainly participate in supporting their friends so they can improve and increase/solve their problems and difficulties in speaking such as improving in grammar, and fluently.

Discussion

During the interview, several students said that learning when using IGTV roleplay made them feel more enjoyable, enthusiastic/interested, and more active, was because the roleplay activities were very fun, so it felt more fun, engaging, and of course, they immediately participated in the following. all roleplay activities according to the learning topic of the day.

This is in line with what has been found in the previous research by Nurbaya, Salam, & Arifin (2015). Based on her research, found that the speaking score of the students taught by using roleplay is greater. The use of roleplay will make the activities of speaking and learning more fun and engaging. It is because role-playing encourages shy students to speak by presenting an opportunity. Students with conversational problems are freed. Furthermore, it is enjoyable and most students can accept that happiness contributes to better learning. In the end, by roleplay technique, the ability of students to speak increases well.

Learning using roleplay gives them a good impression, this can be seen from their class atmosphere which is more fun, enjoyable, and seems busy (active). Here, everyone participates and is enthusiastic about participating in roleplay activities. Therefore, after they feel enjoy and excited, and motivated in learning with the use of roleplay, they can slowly increase their difficulties in learning English, especially in their speaking skills.

In this case, it is strengthened by several reasons for using roleplay which was proposed by Ladouse (1995). These reasons are a) an exceptionally wide assortment of involvement can be brought into the classroom through roleplay, b) roleplay places students in circumstances in which they are needed to utilize any parts of the relationship to build up their sociolinguistic skill, c) some people are learning English to get ready for explicit jobs in their lives: people who will work or go in an international setting, d) roleplay assists many shy students by furnishing them with a mask. In the roleplay, students imagine as another person, e) roleplay is fun. The students can make the most of their creative mind trip, and f) roleplay is one of the communicative strategies which creates fluency in language students, advances interaction in the classroom, and builds motivation.

During the interview, several students gave several differences of comparison, such as before and after testimonials from using roleplay through IGTV during their classroom learning, including that they got improvements in

several aspects, namely confidence, pronunciation, vocabulary, grammar, fluently, get some motivated and not feel bored during the learning process.

Some students who felt inferior before, after implementing roleplay through IGTV, felt more confident, this is because when implementation took place, students were given the freedom to speak such as expressing opinion ideas, answering questions, and speaking to their interlocutors without having to think about grammar, pronunciation, as well as the vocabulary when speaking in English. In other words, the teacher can make them confident first without having to be afraid and embarrassed to be wrong. After that, the teacher will tell the right things when speaking using grammar, pronunciation, and vocabulary that they should say when expressing ideas and opinions, answering questions, and conducting conversations, so students can locate mistakes and not repeat them. According to Umam C (2008), the required role-playing technique provides a beneficial contribution to both improving the speaking performance of the students and improving the self-confidence of the students during the teaching process.

When they are accustomed to speaking and listening to other friends while in conversation, they will slowly begin to improve their pronunciation when speaking. During the implementation of roleplay, students are asked and required to use English, although initially there were some students whose pronunciation was still lacking, it does not rule out the possibility for them to learn from their friends as well as from teachers who always give feedback about the students' incorrect pronunciation. Stern (1983) suggested "roleplay assists the individuals with getting more flexible" and "build up a feeling of dominance in many situations." Also, she asserted that through roleplay, L2 students can encounter many kinds of circumstances wherein they will utilize the language; and as they build up a feeling of dominance in them, they ought to have the option to apply the language all the more effectively to new circumstances.

When implementing the use of roleplay, they will often be required to speak and listen to each other among their classmates, this makes them learn and get new vocabulary in each roleplay activity according to the current learning topic. Besides they are asked to get used to speaking using English, they were also asked about the vocabulary they didn't know the meaning of and were asked to try to make new sentences from the vocabulary they just knew. This way the new vocabulary they knew would not be missed/forgotten. According to Tompkins (1998), roleplay/simulation is an amazingly significant technique for L2 learning. Reenactment empowers thinking and imagination, allows students to create and practice new language and social abilities in a generally non-threatening setting, and can make the motivation and contribution vital for learning to occur.

The implementation of the use of roleplay through IGTV is also a factor for some students in improving speaking skills such as grammar and fluency. After they learn grammar based on the current learning topic, they can slowly try to apply the grammar they already know into their daily conversations, also speak more fluently using known pronunciation and grammar. The benefits of using roleplay for English learning techniques, besides being fun, it can make the classroom atmosphere more crowded and can slowly improve aspects of the speaking skill itself. Ladousse (2004) indicated that "roleplay is one of an entire extent of communicative techniques which creates familiarity with language

understudies, which advances interaction in the classroom, and which increases motivation." Besides, he brought up that roleplay energizes peer learning and shares the duty regarding learning among teacher and student. He recommended roleplay to be "maybe the most adaptable method in the reach" of communicative strategies, and with appropriate and compelling roleplay activities, instructors can meet a limitless assortment of communicative necessities.

Some of them said that they got motivation and enthusiasm during and after implementing IGTV roleplay. They were given the opportunity and freedom to participate in roleplay activities based on the learning topic at that time and the pleasant classroom atmosphere made them (which not enthusiastic/embarrassed to speak) get motivated and want to participate in every roleplay activity. Therefore, according to Maley & Duff (2001), roleplay strategies return the body and feelings to language learning, subsequently reestablishing motivation.

The fun and enjoyable roleplay activities make the classroom atmosphere when learning feels busy/active, so they do not feel bored anymore. All students participated and felt that they were not learning. This made some students who previously felt bored during the English lesson not feel bored anymore because there are activities that are more fun than this roleplay. Ments (1994) points out that, as it's fun, students likewise become keen on roleplay, and students remember it even after they have forgotten many parts of the learning they acquired in another way.

The results of this study indicate that the care employed affects the outcome; Thus, it can be concluded that using roleplaying through IGTV as a classroom teaching technique can improve their speaking skills. Based on the results obtained, certain justifications can be made regarding the effectiveness of using roleplay through IGTV from the speaking skills of SMA Harapan Utama students. Thus, students in the experimental group seemed successful because they were involved and practiced role-playing techniques such as group and peer work. It can be concluded that if the class is framed as a community to work together to support one another, it will have the opportunity to work for the same cause. This builds their ability to interact and understand one another, the best basis for all learning. Furthermore, the results of this study confirm that roleplaying techniques provide a kind of attractive environment for students to develop. Such an environment leads to better attention to learning and stimulates them to participate in role-playing techniques. In roleplaying techniques, students take on a new identity and learn for everyday interactions.

The types of posttest role-playing techniques that need to be limited can mean that students are doing well. Besides, students in posttests may not find the context very complicated or even try to resolve this context. On the other hand, students are very aware of making the conversation clear to themselves and their partners while speaking. Finally, it is very helpful if the teacher, when performing role-playing techniques in teaching speaking skills, speaks about various topics including human characteristics such as shame, happiness, sadness, or not being honest and describes instances when these characteristics might appear during roleplaying.

CONCLUSION AND SUGGESTION

The speaking skill is one of four skills in English education which the role-play is one of communicative teaching methods/techniques and it is so suitable in English teaching because the students participate directly in the role-play which has been prepared.

The experimental research is one of good research design to know the progress of students' speaking skills because the writer has got the data from the students' test directly, either in pre-test or in post-test. The writer also did the treatment especially in experimental class to know the students' skills after doing the treatment.

In the data findings, the writer has found the experimental class that the better progress in speaking skills because the experimental class has got the treatment and then the post-test score is better than the pre-test.

This study is teaching the speaking skill, the result of these findings has been demonstrated from the result of the t-test.

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