

**THE EFFECT OF ROLE PLAY ON STUDENTS' SPEAKING
ABILITY OF THE 5th GRADE AT SDN SETONOPANDE 1 KEDIRI**

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Kediri, 11 July 2025



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MOTTO AND DEDICATION

MOTTO:

“I live by my choices, no matter the risk. I don’t waste time waiting or complaining—if there’s a way forward, I take it. Because in the end, I know I can only rely on myself.”

(Marsell)

DEDICATION:

First of all, I wanna thank me. I wanna thank me for vuttingv’ in me. I wanna thank me for doin’ all this hard work. I wanna thank me for never quittin’. I

wanna thank me for always stayin’ true. I wanna thank me for keepin’ it real, for vutting’ in the time, for not takin’ no days off, and for just bein’ me — the whole time. To my dearest parents, thank you for your unwavering prayers, boundless

love, and all the sacrifices—big and small—that have brought me to this moment.

You are my greatest gift, my safe haven, and my constant motivation to succeed.

This accomplishment is dedicated to you.

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It is realized that this skripsi still has many shortcomings, so criticism and suggestions from various parties are expected.

ABSTRACT

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This research was motivated by the observation that fifth-grade students at SDN Setonopande 1 Kediri had low speaking abilities in English. Many students lacked confidence and fluency, often struggling to express themselves or understand simple instructions in English. The researcher aimed to find out whether the role play technique could improve the students' speaking skills. The problems in this study were: (1) What is the students' speaking ability before being taught using the role play method? (2) What is the students' speaking ability after being taught using the role play method? (3) Is there any significant effect of using the role play method to increase students' speaking ability?

This research used a quantitative approach with a pre-experimental design (onegroup pre-test and post-test). The sample was 21 fifth-grade students. The instrument used was a speaking test focusing on fluency, pronunciation, vocabulary, accuracy, and confidence. The results showed a significant improvement in the students' speaking ability. The average score increased from 55 in the pre-test to 84.25 in the post-test. The Wilcoxon Signed Rank Test showed a significance value of 0.000, indicating a significant difference between the pretest and post-test results.

Based on these findings, it can be concluded that the role play technique is effective in improving the speaking ability of fifth-grade students at SDN Setonopande 1 Kediri. The use of role play creates a fun, interactive, and contextual learning environment that increases student confidence and engagement in speaking English.

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CHAPTER I

INTRODUCTION

In this chapter the writer discusses about a) Background of the research, b) Identification of the problem, c) Limitation of the problem, d) Problem formulation, e) Purpose of the research, f) Significance of the research, g) Definition of key terms.

A. Background of the Research

Merdeka Curriculum transformed Indonesian education by allowing schools to design their own curricula, particularly in English language learning. The ability of educators to develop more inventive and creative teaching strategies is by far the most significant benefit in this regard. With this flexibility, educators can integrate regional components like folklore or cultural diversity into English instruction to create more interesting and pertinent learning experiences. Students become more engaged in the learning process as a result, and the content becomes more meaningful to them. A teacher must be able to modify teaching methods and learning materials to accommodate students' preferences. Of course, this will help to create a more inclusive and relevant curriculum.

Several core ideas are emphasized in the Merdeka curriculum, especially in the elementary school curriculum. One of the points that is emphasized is the fact that English is currently taught in elementary schools as an elective. This is certainly a major concern for many elementary schools, as many lack English teachers and even those that do have teachers with English-trained backgrounds have gone on to teach only as class teachers. This is because, in the previous curriculum, specifically the 2013 Curriculum, English was not included as one of the subjects in elementary schools, despite the fact that English is one of the local contents that is not required to be taught. Elementary schools can choose whether or not to teach English as a local content. The concept of Independent Learning emphasizes each student's freedom to organize their own learning experiences. Given that each student's abilities differ. In this case, teachers serve as a driving force, allowing students to remain enthusiastic and

motivated to develop their abilities and skills without being coerced. That is why, in this *Merdeka Curriculum*, the government established a learning achievement phase system to map each student's ability level. The phase shows the level of competence of each student towards a learning. In one class, the phase of learning achievement of students may be different. Phase A, Phase B, and Phase C are the three divisions of the elementary school phases. Since many schools use a multi-age class system that covers only two grades, each phase is applicable to two grade levels. Phase C is designed for elementary school education or grades 5 and 6 that are comparable. Each teacher cannot make students grasp competencies they haven't yet mastered during this type of phase.

Phase C learning outcomes, which are equivalent to those of elementary school students in grades 5 and 6, state that by the end of Phase C, students can understand and respond to spoken, written, and visual texts in basic English. They interact and converse in simple English in situations that are familiar and commonplace. Students learn the letter-sound correspondences of basic English vocabulary through examples, and they use this understanding to understand and produce simple written and visual English texts (gurukemendikbud.go.id). At the end of Phase C, students can understand and respond to simple spoken, written, and visual English texts. In familiar or routine situations, they interact and communicate using simple English. Students understand the relationship between letter sounds in simple English vocabulary and apply this understanding to comprehend and produce simple written and visual texts in English using examples.

By the end of Phase C, students will have used English to communicate in a variety of predictable social and classroom settings, employing specific sentence structures. To engage in learning activities like asking straightforward questions, seeking clarification, and requesting permission, they alter or replace sentence components. In most cases, they use certain techniques to find important information, like asking a speaker to repeat or talk more slowly or to explain a word. They adhere to a basic set of guidelines for classroom operations and educational exercises. Learning English is required for the development of

communication skills, which include speaking, listening, reading, and writing. Speaking abilities enable us to clearly express our thoughts and feelings, whereas listening abilities assist us in understanding what others are saying. However, while reading skills allow us to understand a variety of texts, including literature and articles, writing allows us to express ideas in writing with appropriate structure and grammar. Gaining proficiency in these four areas will help us expand our horizons and cultural awareness while enabling us to communicate effectively in a variety of social and professional settings. (OKTAVIA, Diana, et al. (2023.)

Speaking is one of the skills that students are taught. Speaking is the ability to pronounce words in order to convey or express intentions, ideas, thoughts, and feelings that are organized and developed in accordance with the speaker's needs so that the listener can understand what is said (Ibn & Bogor, 2018). Speaking abilities in children cover a wide range of crucial facets of oral communication. Along with word pronunciation, these abilities also include speaking fluently, mastering vocabulary, and effectively expressing thoughts and emotions. Several essential components that enhance children's capacity for verbal interaction are among the most significant facets of their oral communication development. These include social interaction, emotional expression, listening comprehension, sentence structure, articulation, vocabulary, and courteous speech.

Since it enhances their capacity for effective communication, teaching speaking to elementary school pupils is a crucial component of language instruction. Engaging activities like games, chants, and songs are a good way to make learning more fun while also giving students a natural opportunity to practice their intonation and pronunciation. According to an article on teaching speaking in primary schools, "songs and poetic language introduce children to the flow of the new language and familiarize them with its phonological elements." (Manunggal, F. G. T. (2020). Furthermore, it's critical to establish a classroom climate that encourages students to voice their opinions. Elementary school pupils must finish several crucial assignments in order to advance their speaking

abilities. First, pronunciation is important because it affects how the listener interprets what is being said. Second, students can express their thoughts and feelings in a wider range of ways when they have a large vocabulary. Third, students can create logical and intelligible sentences when they have a strong sentence structure. Fourth, delivering a message effectively depends on using the right tone of voice and intonation. Additionally, nonverbal cues like body language, facial expressions, and self-assurance are crucial in oral communication.

Students struggle to speak English because it is not their first language. When students become accustomed to mispronouncing words, it affects their ability to deliver clear and accurate information. Adila and Refnaldi (2019) found that high school students made significant pronunciation errors, particularly in consonants, due to their lack of exposure and interference from their native language. Similarly, Marantika, Utami, and Harianja (2023) observed that EFL students frequently mispronounced vowels, diphthongs, and consonants, which hindered effective communication.

In addition, vocabulary mastery plays a vital role in language learning. According to Freeman, the more vocabulary a student masters, the easier it is to learn English (as cited in Imran & Nasaruddin, 2022). Imran and Nasaruddin's study showed that using YouTube Kids significantly increased young learners' vocabulary mastery through an engaging and repetitive exposure method. Furthermore, Elizabeth B. Hurlock emphasized that children's speaking skills must be supported by vocabulary that aligns with their developmental stage. This is evident in students' enthusiasm to memorize vocabulary using their unique and effective strategies (Slamet et al., 2023).

Based on the results of observations and research findings in Class 5 of SDN Setonopande 1, the students still had difficulty understanding sentences spoken in English or communicating in English. When the teacher explained using English, they had difficulty understanding what the teacher said. When asked to communicate or speak in English, students felt insecure or did not know how to communicate in English. Therefore, the researcher assumed that using fun learning methods such as games would be able to improve the speaking skills of

Grade 5 students at SDN Setonopande 1. The researcher aimed to examine whether students could improve their speaking skills through role-playing games.

An essential first step in laying a solid foundation of language proficiency at a young age is teaching English to elementary school pupils. Because of their high learning capacity and intense curiosity, children at this age can be taught English in an engaging and dynamic manner. It is possible to engage students and increase their involvement in the learning process by using techniques like games, songs, and project-based activities. Additionally, students can better grasp how language is used in everyday situations by using a communicative approach that prioritizes speaking and listening practice. By providing positive and supportive learning experiences, students will not only master vocabulary and grammar, but will also feel confident in using English in various situations. Good teaching at the elementary level will prepare them for the challenges of learning the language at a higher level in the future.

Based on the explanation above, the researcher is interested to do a research on teaching speaking to grade 5 students at SDN Setonopande 1 Kediri.

B. Identification of the Problem

There are several problems that hinder the teaching of English in Elementary School which are identified.

1. What are the teaching strategies that is suitable to teach speaking to the 5th grade students? There are many teaching strategies to teach speaking. One of the, is using role play, so that students can directly express their intentions in specific dialogue contexts, because most teachers often use drilling methods in learning speaking.
2. What materials do English teachers teach that enable students speak in real context? The material used is everyday life contexts, so that students feel familiar with the context and can relate more to the dialogue.
3. How do English teachers assess the speaking ability of the students? Assessment is taken from students' practice in front of the class when performing dialogues in specific contexts, such as bargaining in the market and so on.

C. Limitation of the Problems

This research focused on teaching English speaking to the fifth-grade students at SDN Setonopande 1 Kediri. The strategy used to teach speaking was using role play. This research has several limitations. First, the study only take for 3 weeks, which may not be enough to see the long-term impacts on speaking ability. Beside that, this research only involved the 5th grade students, totaling 21 students.

This study focused on the effect of role play to increase students' speaking. The use of pre-test and post-test may not fully reflect the overall improvement of students' English communication skills. In addition, the characteristics and background of students at SDN Setonopande 1 Kediri may be different from other schools, thus influencing the research results.

D. Formulation of the Problems

Within the background, limitation, and identification of the problem above, the problem formulation can be taken as follows:

1. How is the students' speaking ability before being taught using Role play method at SDN Setonopande 1 Kediri?
2. How is the students' speaking ability after being taught using Role play method SDN Setonopande 1?
3. Is there any significant effect of using role play method to increase students' speaking ability at the 5th grade SDN Setonopande 1?

E. Purpose of the Research

According to formulation of the problem, our purpose of the research is:

1. To describe the students' speaking ability before being taught using Role play method SDN Setonopande 1.
2. To describe the students' speaking ability after being taught using Role play method SDN Setonopande 1
3. To find out the significant effect of using Role play method to increase students speaking ability at the 5th grade SDN Setonopande 1.

F. Significance of the Research

1. For teachers

Researcher hope that this research can be a reference for teachers to find out appropriate teaching media that can be used to increase students' speaking ability

2. For the students

Researcher hope that this research becomes a reference for students to use appropriate learning media to increase their speaking ability

3. For other researcher

Researcher hope that this research can be a reference for other researchers to enrich references and methods of speaking learning for elementary school students.

G. Key Terms of Research

1. Role play

Role-playing, commonly referred to as role-playing, is an educational approach that encourages students to imagine themselves in scenarios outside the classroom, or to assume the role of another character while using language appropriate to the context. In this study, the role-playing method involved embodying a character and practicing dialogue associated with that character.

2. Speaking ability

Speaking ability refers to the skill of conveying information verbally in a manner that is easily understood by the listener.

3. Teaching English to Young Learners

TEYL (Teaching English as a Young Learner) or English Learning for Elementary School Students is a special approach in teaching English designed for

elementary school-aged children. This approach recognizes that children have unique and different ways of learning from adults. One of them is the use of role play or conversation with a special context.

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