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**THE EFFECTIVENESS OF ROLE-PLAY ON THE ELEVENTH GRADE
STUDENTS' SPEAKING SKILL IN SMAN 6 KEDIRI 2023/2024**

SKRIPSI

Submitted for Thesis to Meet the Requirements for Obtaining a Bachelor's Degree
in Education (S.Pd)



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CHAPTER I

INTRODUCTION

This chapter discusses the sub chapters related to title of this research. It consist of a) background of the problem, b) identification of the problem, c) limitation of the problem, d) formulation of the problem, e) purpose of the problem, f) significant of the problem

A. Background of The Problem

English being a globally recognized language, is now a mandatory subject in both secondary and high school. It is undeniable that the significance of English has garnered considerable attention worldwide. Indonesians must achieve proficiency in English, particularly in speaking, in order to be successful. As a result, Indonesians are able to effectively converse with individuals from around the globe in English with ease. Furthermore, the eleventh grade curriculum for senior high school students focuses on three main objectives when it comes to learning English. Firstly, it aims to enhance students' communicative competence, which involves their ability to understand and produce various types of texts, both orally and in writing. This objective requires students to master the four fundamental English skills: listening, speaking, reading, and writing. Secondly, the curriculum aims to improve students' functional level of English, enabling them to use the language effectively in their daily lives. Lastly, it aims to develop students' English communication skills in order to prepare them for the challenges of a globalized

world. Regarding the aforementioned issues, the writer's main emphasis is on enhancing the students' proficiency in oral communication. The primary goal of the English curriculum in Junior High School is to foster effective communication skills, enabling students to attain a functional level of literacy in both written and spoken English. The importance of teaching speaking in Indonesia is crucial for achieving communicative competence and enhancing speaking ability. Thus, in Indonesia, the objective of education is to develop speaking skills ¹ not only in senior high school but also in junior high school. The writer is interested in conducting study on speaking skills among students, particularly those in the eleventh grade of senior high school. These are the reasons for the writer's interest.

To enhance learners' communicative skills, the teacher must construct a compelling and engaging situation for teaching the target language. Additionally, the teacher should employ an engaging instructional approach to inspire students to speak English with confidence and cultivate their enthusiasm for speaking the language. In their book, (Candlin and Neil, 2001) assert that the teacher's role is to align their teaching style and the learner's learning style with the chosen method. The statement implies that the teacher plays a crucial role in ensuring the success of students' learning. They should carefully choose a teaching style that fosters motivation and enhances students' competence, particularly in the domain of speaking.

Moreover, drawing from the writer's personal experience of teaching speaking in a senior high school, she frequently encountered various challenges

with the students. The writer constantly encountered student issues, namely a lack of proficient language. Furthermore, they displayed a lack of curiosity towards the provided English material. Furthermore, their speaking practice was infrequent. Lastly, they lacked confidence and experienced shyness when speaking in front of the class. To address the issues at hand, many methodologies can be employed, such as role-playing. Numerous research studies have indicated that this approach is highly successful for enhancing speaking skills in educational settings.

Utilizing role play as a teaching method for speaking enhances students' engagement, drive, and proficiency in English by fostering classroom interaction and prompting students to envision themselves in real-world scenarios. According to (Littlewood, 2002), role-playing approaches involve learners using their imagination to put themselves in situations that happen ¹ outside the classroom. They are expected to take on a certain role in these situations and behave as if the situations were genuine. Role play is crucial in teaching speaking since it allows students to engage in communication practice within various social contexts and assume diverse social roles. Additionally, it enables pupils to exercise their creativity and experience empathy by temporarily assuming the perspective of another individual. According to (Brown, 2002), role play provides an opportunity for students to practice and plan their speech, which helps reduce anxiety. By temporarily assuming the identity of someone else, students can alleviate their apprehensions.

The writer anticipates that including role play into the teaching of speaking skills will enhance the learning experience for students and facilitate their proficiency ¹ in studying English. Additionally, it is necessary to facilitate teaching and learning activities related to oral communication. Additionally, the classroom environment will be enjoyable, fostering increased student engagement in their studies. Furthermore, the challenges associated with instructing oral English communication will be addressed by the implementation of specific methodologies.

Consequently, it may assess and guide students towards greater growth. If a certain method proves ineffective, the teacher can either enhance that strategy or switch to a more suitable one that aligns with the students' needs or the topic being taught. A role play is an effective teaching strategy that may be utilized to engage ¹ students and enhance their motivation to improve speaking skills.

B. Identification of The Problem

Speaking is the skill of using words or sentences to convey a person's feelings and ideas to another in order to communicate. Communication is the transmission of ideas and opinions among individuals in society, with the purpose of sharing experiences, information, and for persuasion or entertainment. When teaching English, teachers also teach skills in four important language abilities, one of which is the ability to speak. Teaching speaking is a component of language learning that emphasizes the

articulation of spoken sounds to convey rational thought. However, students have many difficulties when trying to developing proficiency in speaking. These problems include reluctance due to a lack of confidence or nervousness in expressing ideas, and comprehending the message, while an interesting topic can support them to speak in the classroom. Additionally, they are often too shy and afraid to take part in the conversation.

First, due to their limited comprehension of grammatical principles, the students' inadequate language knowledge made it difficult for them to understand the conversations. They were still making lots of grammatical mistakes that made it difficult for them to construct cohesive sentences. Second, due to their limited comprehension of term meanings, the students' inadequate vocabulary proficiency made it difficult for them to understand the speech. This limited vocabulary made it difficult for them to find the right words to express their ideas. Third, the students had trouble pronouncing various phrases because English words differ in how they are pronounced. The unfamiliar pronunciation of certain words often led to misunderstandings and confusion. Fourth, the fear of making mistakes, which was a frequent cause of the students' avoidance of speaking in English, limited their fluency. Furthermore, they were not able to speak to their full potential in practice due to the lack of time. Finally, there are an abundance of mobile learning resources available for use in speaking instruction. These resources can help students improve their grammar, vocabulary, pronunciation, and fluency by providing additional practice and exposure to the language.

C. Limitation of the Problem

Based on the identification of the problem, this research focused to find out the effectiveness of roleplay as a method to boost students' pronunciation, grammatical, vocabulary. Additionally, this method encourages students to engage in oral communication despite the time constraints imposed during class. The subjects of this research consisted of eleventh-grade students from SMAN 6 Kediri during the academic year 2023/2024. Next, the method that was employed in real-life situation. Therefore, students develop an ability in spoken English and have the capacity of using their English speaking skills in everyday conversations.

D. Formulation of The Problem

Based on the explanation on the background the writer formulates the problem of the research as follows:

1. How is the students' speaking skill before taught using role-play method of the eleventh grade students' of SMAN 6 Kediri in the academic year 2023/2024?
2. How is the students' speaking skill after taught using role-play method of the eleventh grade students' of SMAN 6 Kediri in the academic year 2023/2024?
3. How are the students' behaviour when role-play used in speaking class to the eleventh grade students' of SMAN 6 Kediri in the academic year 2023/2024?

E. Purpose of The Research

The objective of the study can be divided as follows:

1. To find out the students speaking skill before being taught using roleplay method of the eleventh grade student SMAN 6 Kediri in the academic year 2023/2024.
2. To find out the students speaking skill after being taught using roleplay method of the eleventh grade student of SMAN 6 Kediri in the academic year 2023/2024.
3. To describe how is the effectiveness of roleplay method in teaching speaking skills to the eleventh grade student of SMAN 6 Kediri in the academic year 2023/2024.

F. Significance of The Research

The research aims to be valuable both theoretically and practically. Theoretically, it can expand the existing knowledge on the application of roleplay in teaching speaking skills to eleventh-grade high school students, thereby enhancing the overall teaching and learning process. Generally, roleplay is used to improve learners' English speaking abilities, offering insights into its effectiveness in educational contexts. Practically, this research is beneficial to various stakeholders. For researchers, it provides a deeper understanding of enhancing students' speaking skills through roleplay. For teachers, it offers strategies to improve students' oral communication

skills and engage them more effectively in the learning process. For students, the research can boost their enthusiasm for learning and help them improve their speaking competence through roleplay. Additionally, the study offers new experiences and knowledge for English teachers, promoting effective learning models that enhance the quality of teaching, particularly in speaking classes. This research can also motivate students to participate more actively in learning English. Finally, the findings can serve as a reference for future research on related topics.

G. Definition of Key term

1. Roleplay

Roleplay is an educational or therapeutic activity in which people assume roles and act out scenarios to explore particular behaviors, attitudes, and dynamics. According to (Blatner, 2009), roleplay is "a method in which individuals act out roles in specific scenarios to gain insight and practice in dealing with various situations" (Blatner, 2009, p. 15).

2. Speaking Skill

Speaking is the act of conveying information or expressing one's thoughts and feelings in spoken language. According to (Brown, 2004), speaking is "an interactive process of constructing meaning that involves producing, receiving, and processing information." Effective speaking involves several key components: grammar, which includes the rules and structures used to construct sentences to ensure clarity and comprehension; vocabulary, which is the selection of words used to convey meaning,

enhancing communication and expression; pronunciation, the way in which words are pronounced to help in being understood and conveying the correct message; and fluency, the ability to speak smoothly and with ease, involving the flow and rhythm of speech to enable coherent and uninterrupted communication. These elements are essential for effective oral communication and are integral to the development of speaking skills (Brown, 2004, p. 140).

³ CHAPTER II

REVIEW OF RELATED LITERATURE AND HYPOTHESIS

The chapter focuses on the literature review pertaining to this study.

A. Literature Review

1. Speaking

A. The Definition of Speaking

Speaking is the most innate and instinctive method of expressing oneself. It is also utilized for interpersonal communication in various settings, such as schools, homes, and other locations. (Gottlieb, 2006) cited Underhill's assertion that speaking typically entails a two-way form of communication, where involvement roles alternate between the speaker, who transmits a message, and the listener, who responds to and comprehends it.

In addition, speaking serves as a means of conveying ideas, thoughts, or emotions to others through the use of words or sounds. As human beings, particularly as social creatures, we have an inherent urge to understand and interpret our surroundings through communication with one another. They possess a need to articulate their views, viewpoints, or emotions in order to gain acceptance in social interactions. Speaking involves not just the production of sound by the speech organs, but also the expression of ideas and emotions. As defined by (Cameron, 2001), speaking refers to the active utilization of language to convey meaning in a way that

others can understand. Therefore, we can categorize speaking as either a receptive or productive use of language.

Speaking is also a complex cognitive process that involves multiple brain functions and requires the integration of various linguistic and cognitive skills. It demands the ability to retrieve and organize thoughts quickly, select appropriate vocabulary, construct grammatically correct sentences, and pronounce words correctly. Effective speaking also involves non-verbal communication skills, such as maintaining eye contact, using facial expressions, and modulating tone and pace, to enhance the clarity and impact of the message being conveyed.

Moreover, speaking is a critical skill in both personal and professional contexts. In educational settings, effective speaking skills enable students to participate in discussions, present their ideas confidently, and engage with their peers and teachers. In the workplace, good speaking skills are essential for making presentations, leading meetings, and collaborating with colleagues. Being able to speak well can open up opportunities for leadership, influence, and professional growth.

¹Based on the aforementioned definitions, it can be understood that speaking involves communicating information to another person, including sharing ¹one's knowledge, interests, opinions, or thoughts. Moreover, speaking serves to engage the listener's interest in the information being conveyed. Developing proficiency in speaking enables individuals to improve their capacity to connect with others, effectively communicate their ideas, and accomplish both personal and professional objectives. Effective speaking not only facilitates better understanding and

collaboration but also empowers individuals to express themselves clearly and confidently in any situation.

B. The Objectives of Teaching Speaking

Speaking orally is a fundamental capacity for language. People have a desire to speak because they have specific objectives or responsibilities that require them to communicate with others in order to achieve their goals or fulfill what they require. As stated by Richard and Renandya (2002), when we have a debate with someone, the intention is to exchange perspectives, convince someone about something, or explain facts. Speaking is utilized in certain circumstances to provide instructions or accomplish tasks. The objectives of teaching speaking include the ability to persuade, provide instructions or transactions, and engage in performance-based conversations that are necessary for social relationships.

McDonough and Shaw (2003) also argued that speech is driven by want and purpose when the language is genuinely communicative. In other words, there is a true intention to convey something in order to attain a certain objective. This may entail articulating ideas and opinions, expressing a longing or aspiration to engage in a certain activity, engaging in negotiation and/or resolution of a specific situation, or creating and sustaining social and interpersonal connections. It signifies that when somebody speaks, they have a purpose in mind to convey their views to their conversation partner.

The main purpose of teaching speaking is to provide students with an opportunity to express their ideas and improve their speaking skills. This includes

learning about pronunciation, intonation, and stress in English, as well as building motivation to speak the language. It is important to note that students may make mistakes while attempting to speak English. Additionally, teaching speaking aims to develop communicative competence, enabling students to communicate effectively and appropriately in various social and professional contexts. It also enhances listening skills, boosts confidence, encourages spontaneity and fluency, fosters critical thinking, and improves vocabulary and grammar. Furthermore, speaking activities facilitate social interaction, helping students develop strong interpersonal relationships and preparing them for academic and professional success. By incorporating these objectives, educators can provide a comprehensive learning experience that enhances linguistic abilities and equips students with essential life skills. Effective speaking instruction goes beyond language practice; it empowers students to navigate various social and professional landscapes with confidence and competence.

¹**C. The Elements of Speaking**

Speaking is crucial for students to develop the capacity to effectively express their thoughts and perspectives. Therefore, learners ought to try to understand this capacity in the language they are learning. Jeremy Harmer, a well-known author and educator in the field of English language teaching, has identified several key aspects of speaking. These sections concentrate on many aspects of verbal communication and offer direction for language learners and instructors. Jeremy Harmer identifies several components of effective speaking:

1. Fluency: Fluency is the capacity to communicate with comfort and self-confidence, without unnecessary pauses or hesitations. It includes the utilization of suitable connective words, phrases, and intonation patterns to effectively communicate meaning.
2. Accuracy: Accuracy means using accurate grammar, vocabulary, and pronunciation when engaging in spoken communication. Developing accuracy in spoken language is crucial for learners to enable effective and comprehensible communication.
3. Pronunciation: Pronunciation is the accurate articulation and production of individual words, stress patterns, and intonation in spoken language. Good pronunciation is instrumental in the accurate transmission of meaning and the improvement of overall communication skills.
4. Interaction: Interaction encompasses the capacity to participate in significant dialogues and transactions with other individuals. The set of abilities encompasses turn-taking, active listening, inquiring and responding to inquiries, and engaging in discussions.
5. Appropriacy: Appropriacy entails the utilization of language that is fitting for a specific situation, audience, and objective. It entails comprehending and employing the suitable register, tone, and style of speech in various circumstances, such as formal or informal contexts.
6. Strategies for Communication: Harmer highlights the significance of employing efficient communication tactics, such as paraphrasing, circumlocution (explaining something when the precise word is unknown), and

utilizing non-verbal signals, to surmount communication obstacles and effectively convey meaning in the presence of unfamiliar vocabulary or language disparities.

7. **Confidence and Motivation:** Effective verbal communication necessitates possessing self-assurance and drive to articulate thoughts openly and actively participate in dialogues. Developing learners' speaking abilities is vital, and this can be achieved by creating encouraging and supportive environments that boost their confidence and motivation.

It is important to recognize that these elements are interconnected and should be developed concurrently in order to attain good spoken communication. Jeremy Harmer's ideas offer excellent counsel for language learners and teachers who want to improve their speaking skills or help others do the same.

3. Teaching

A. Definition Teaching

Teaching is a complex and versatile activity that involves intentionally and systematically sharing knowledge, skills, and values with learners to support their intellectual, social, emotional, and physical growth. Teaching is a career where educators lead, facilitate, and motivate students to gain and build knowledge, analyze material critically, develop important skills, and foster a lifetime passion for learning. Teachers utilize a variety of teaching methods, approaches, and evaluation methods to

establish stimulating and inclusive learning settings that accommodate the varied needs and interests of their students.

B. Teaching Speaking

Teaching speaking involves educators employing a purposeful and systematic method to enhance and develop students' capacity to communicate orally. Speaking is an essential element of human interaction and the acquisition of a language. It enables individuals to effectively express their thoughts, ideas, opinions, and feelings, participate in meaningful conversations, establish shared understandings, and cooperate in many social, academic, and professional contexts. The method of teaching speaking involves providing learners with opportunities to improve their proficiency in speaking with fluency, accuracy, coherence, and confidence. Additionally, it necessitates developing a comprehension of the social and cultural aspects of communication.

To achieve these objectives, teachers incorporate various strategies and techniques designed to engage students actively. This includes the use of role-plays, debates, discussions, presentations, and storytelling activities that simulate real-life situations and encourage spontaneous language use. By participating in these activities, students learn to navigate different communicative scenarios, enhancing their ability to think on their feet and respond appropriately.

Moreover, effective speaking instruction also focuses on the development of critical listening skills. By exposing students to a variety of accents, speech patterns,

and contexts, teachers help students become better listeners, which in turn improves their speaking abilities. Listening exercises, such as interpreting audio recordings or engaging in active listening tasks during peer interactions, are integral components of a well-rounded speaking curriculum.

Feedback plays a crucial role in teaching speaking. Constructive feedback from teachers and peers provides students with insights into their strengths and areas for improvement. This feedback helps students refine their pronunciation, expand their vocabulary, and structure their thoughts more coherently. Regular practice and timely feedback create a supportive learning environment where students feel encouraged to experiment with language and learn from their mistakes.

Furthermore, integrating technology into speaking instruction can significantly enhance the learning experience. Language learning apps, online conversation clubs, and virtual exchange programs offer students additional platforms to practice speaking. These tools provide diverse and authentic contexts for communication, allowing students to interact with speakers from different linguistic and cultural backgrounds.

Lastly, fostering a positive and encouraging classroom atmosphere is essential for teaching speaking. When students feel comfortable and supported, they are more likely to take risks and engage actively in speaking activities. Teachers can cultivate this environment by showing enthusiasm for student efforts, celebrating progress, and creating a non-judgmental space where all voices are valued.

C. Method of Teaching Speaking

1. Drama

In educational contexts, drama involves students performing scripted or improvised scenes, often with defined characters and plotlines. It helps students develop verbal and nonverbal communication skills, as well as empathy and understanding of different perspectives. By embodying characters and acting out scenarios, students practice articulating emotions, intentions, and dialogue in a compelling manner.

2. Roleplay

Roleplay is a methods where participants assume specific roles within a scenario. It allows students to simulate real-life situations, such as a customer service interaction, a job interview, or a doctor-patient consultation. Roleplay encourages students to use language in context, practice appropriate responses, and develop interpersonal communication skills. It can be structured or spontaneous, depending on the learning objectives.

3. Debate

Debates involve structured discussions where participants argue for or against a proposition or topic. It enhances students' ability to articulate arguments clearly, support their points with evidence, and rebut opposing viewpoints persuasively. Debating requires critical thinking, organization of ideas, and the ability to respond

spontaneously, making it a valuable method for improving speaking and reasoning skills.

4. Storytelling

Storytelling involves narrating events, experiences, or anecdotes in a coherent and engaging way. It helps students develop narrative skills, including sequencing events, using descriptive language, and maintaining listener interest. Storytelling can be used to practice oral fluency, pronunciation, and the ability to convey emotions and ideas effectively through narrative structure.

5. Interviews

Interviews involve one person (the interviewer) asking questions to another person or group (the interviewee) to gather information, assess knowledge or skills, or explore opinions and experiences. In language teaching, conducting and participating in interviews helps students practice asking and answering questions, using appropriate language registers (formal vs. informal), and responding spontaneously in real-time interactions.

3. Role-play

A. Definition of Role Play

As the writer focuses in his research, she will provide an explanation on the essence of role play, focusing specifically on this issue during the discussion. Ur (1996) defined role play as a variety of activities where learners envision themselves in

scenarios **outside the classroom**, often taking on roles different from their own and using language suitable for those new contexts. From this definition, role play can be understood as a technique for acting out various characters in diverse situations.

Furthermore, Snow (2007) described role plays as a type **of pair practice that grants students the liberty to play, improvise, and be creative. In this situation, even if they are not in an actual situation. Instead, students may still relate to it. Additionally, the teacher explains to the class what they're talking about and the reasons behind it, but the students choose what to say. Students also receive feedback on whether or not they have effectively communicated.**

Many subject topics are available for engaging in role play, such as compiling and presenting a news magazine program for radio or television. (McDonough and Shaw, 2003) state that Role-playing materials are often designed to motivate learners to express their opinions, present and defend their viewpoints, and evaluate arguments. However, in role-playing, students must also utilize language to understand what they are saying and pay closer attention to maintaining social interactions.

Based on the explanation mentioned above, the writer has deduced that role playing is a method that involves improvising language, creating an actual environment, and using fantasy or imagination to temporarily play the role of someone else or oneself in some specific situation. Its objectives aim to motivate the students to think critically and creatively, to teach them in new languages and behavioral abilities in a setting that is generally nonthreatening, and to build their motivation for speaking.

B. Steps of Roleplay

1. Preparation

Thorough preparation is essential for a successful roleplay. This includes setting clear objectives, designing realistic scenarios, and assigning roles to participants. Teachers need to ensure that students understand the context and goals of the activity.

2. Briefing

Before starting the roleplay, participants should be briefed on their roles, the scenario to be enacted, and any specific guidelines or expectations. This step helps set the stage and ensures everyone understands their roles and responsibilities.

3. Role Assignment

Roles are assigned to participants based on the scenario and learning objectives. Roles should be challenging enough to encourage engagement and learning, yet within participants' capabilities to perform effectively.

4. Roleplay Execution

Participants act out their roles within the given scenario. Teachers should observe and facilitate the roleplay, providing guidance and support as needed. During the roleplay, teachers may also correct scripts or interactions to ensure alignment with learning goals and to rectify any errors that may arise.

5. Debriefing

After completing the roleplay, conduct a debriefing session. This involves reflecting on the experience, discussing what was learned, and providing constructive feedback. Debriefing helps participants consolidate their learning, identify strengths, areas for improvement, and connect the roleplay experience to real-world contexts.

C. Advantages for Using Role Play

Teachers employ the role-playing strategy in speaking teaching for a variety of reasons. ¹ Students feel free to explore, improvise, and create their ideas when role play is used. Furthermore, because the teacher provides opportunity for the students to reflect on their activities, many students will be more imaginative and creative in achieving their roles. As ¹ (Featherstone and Cummings, 2009) “imaginative play gives children opportunities to explore and represent actions, roles, relationships, situation, characters from a variety of sources, narratives and stories.”

¹ Furthermore, “Perhaps the most important reason for using Role Play is that it is fun,” states Ladousse (2004). When using the role-playing approach, students are supposed to have fun acting out their parts in front of the class. Students like using their imaginations, even when they are aware of what is expected of them.

The writer could reach the conclusion that employing role play to teach speaking to students increases their motivation to talk, lowers their speaking fear, fosters their creative thinking and creativeness, and helps them accomplish their speaking objectives.

¹ "A Role play can develop skills by inviting participants to engage with each other more directly and immediately through the use of roles," state (Heinrich, 2017) as the primary goal of role play. It implies that the students must ¹ interpret from the play environment, from gestures or facial expressions, and they must convey the play topic to one another. The students gain new insight in a realistic communication environment that help them retain what they have learnt. Additionally, role play has the goal to get students engaged in the classroom. Students pretend to be in a range of social situations and social positions during scenarios. ¹ "Role play is used to all of the activities where learners imagine themselves in a situation outside of the classroom," according to Ur (1996).

Furthermore, according to (Heinrich, 2017) "role play serves two purposes: (a) helping students ¹ project their own experiences to develop their own imaginative and emphatic capacities; and (b) thinking through and discussing various facilitative responses." It indicates that the goal of role play is to help students improve their inventive skills by having them act out, whether consciously or subconsciously, a role that is not typical of them.

The writer reaches the view that the purpose of role play in speaking lessons is to enhance students' speaking abilities without making them feel nervous or scared to attempt speaking English.

D. Teaching Speaking Using Roleplay

Teaching speaking using roleplay is a dynamic and interactive instructional technique that leverages simulated real-life scenarios to engage students actively in the process of language learning and oral communication development. Roleplay involves assigning specific roles to students, who then adopt corresponding identities, perspectives, and behaviors within a given context. It allows learners to authentically experience communicative situations and engage in purposeful interactions, thus promoting linguistic fluency, vocabulary expansion, cultural competence, critical thinking, problem-solving, empathy, and confidence in using the target language.

When employing roleplay as a teaching methodology for speaking, educators design and facilitate structured activities that emulate real-world situations, such as job interviews, negotiations, debates, or everyday conversations. Students are provided with role cards or scenarios that outline their roles, responsibilities, objectives, and language requirements. By assuming these roles, learners actively participate in communicative exchanges, adapt their language use, and navigate through a range of social, professional, and intercultural challenges.

Teaching speaking using roleplay offers numerous benefits to learners. Firstly, it creates a safe and supportive learning environment that encourages risk-taking and experimentation without the fear of making mistakes. Students can practice and refine their speaking skills while receiving constructive feedback from both peers and teachers. Roleplay also enhances students' linguistic proficiency by promoting vocabulary development, grammatical accuracy, pronunciation, and intonation. It

allows learners to explore different language registers, idiomatic expressions, and conversational strategies specific to various social and professional contexts.

Furthermore, roleplay fosters the development of critical thinking skills as students analyze situations, make decisions, solve problems, and defend their viewpoints within the given roles. It also cultivates empathy and cultural awareness as learners immerse themselves in different perspectives, cultures, and social roles, promoting understanding and respect for diversity. Roleplay encourages active listening, turn-taking, negotiation, and collaboration, enhancing both speaking and listening skills simultaneously.

In conclusion, teaching speaking using roleplay is an engaging and effective approach that empowers learners to become confident, proficient, and culturally sensitive communicators. By immersing themselves in realistic scenarios, students develop not only their language skills but also essential life skills such as collaboration, critical thinking, and empathy. Roleplay provides a platform for authentic and purposeful communication, enabling learners to navigate diverse social and professional settings with confidence, fluency, and intercultural competence.

B. Previous Study

The writer found previously published studies on the Role Play method. She mentioned two previous studies, particularly (Nurina Permata Sari, 2016) and (Agus Budiman, 2014).

³ The first previous study was conducted done by Sari, titled the title Improving Students' Speaking ability by using Role Play (A Classroom Action Research at the first grade students of SMPN 251 Jakarta Timur). The objective of this study is to enhance the speaking skills of first-grade students at SMPN 251 Jakarta Timur by using role play exercises. The study employed a classroom action research (CAR) methodology. She completed two iterations, with each iteration including of the stages of planning, executing, observing, and reflecting. The data were collected using both qualitative and quantitative methods. The qualitative data were obtained through the analysis of the interview and observation findings. In addition, quantitative data were collected from the students' speaking scores on the pre-test and post-test, as well as from a questionnaire. The study's findings demonstrated the successful adoption of the role play approach. In addition, the findings from the ¹ observation, interview, and ¹ questionnaire indicated that the utilization of role play approach resulted in active student engagement ¹ in the classroom.

The second previous research was conducted by Budiman, titled "The Use of Role Play to Enhance Students' Speaking Ability." (A Classroom Action Research at the third grade students of Daarul Ma'arif Junior High School). This research aims to determine if the use of role play may enhance students' speaking skills and to understand the execution of this strategy. The sample for this study contained 30 students. This research employed the classroom action research (CAR) approach. Also, he employed an identical cycle to the initial research, which encompassed the stages of ¹ planning, executing, observing, and reflecting. To support the research findings, two

types of data are gathered: qualitative data obtained through observations and interviews with both the students and the teacher. Conversely, quantitative data were generated by pre-test and post-test measures. The data will be evaluated using descriptive analysis and statistical methods. The study shown that the utilization of role play significantly enhances students' speaking proficiency. Furthermore, the interview outcome indicated that the students exhibited heightened motivation and enthusiasm towards acquiring English language skills.

The objective of this research is to determine the efficacy of teaching speaking through the utilization of the Role Play approach, which aligns with the similarities observed in the prior studies. Additionally, there are two distinctions between the aforementioned research and the current study. Both prior research employed a Classroom Action Research (CAR) methodology, but this study utilizes an experimental methodology. Furthermore, the sample population in the initial study consisted of first-grade junior high school students, whereas the subsequent study focused on third-grade junior high school students. In any case, the participants in this study consist of the students in the second grade of Junior High School.

C. Rationale

Speaking is a dynamic process commonly used for communication in everyday life. It involves active interaction where speakers not only share information but also receive and interpret it to create meaning. Speaking encompasses more than just language and communication; it enables individuals to articulate their thoughts and ideas in ways that others can comprehend. This skill helps us form connections with

others, articulate ourselves clearly, and enhance our language abilities. Furthermore, speaking fosters confidence, enhances our capacity to understand different perspectives, and plays a crucial role in professional and social interactions. Ultimately, speaking is indispensable for daily communication and personal development. However, when it comes to speaking, students encounter several challenges related to its core components, which include fluency, grammar, pronunciation, and vocabulary.

The use of roleplay in speaking activities can be very effective in helping students overcome these various issues. The steps for conducting a roleplay are as follows: First, thorough preparation is crucial for a successful roleplay. This includes setting clear objectives, designing realistic scenarios, and assigning roles to participants. Teachers need to ensure that students understand the context and goals of the activity. Second, before starting the roleplay, participants need to be briefed on their roles, the scenario to be enacted, and any specific guidelines or expectations. This step helps set the stage and ensures that everyone understands their roles and responsibilities. Third, roles are assigned to participants based on the scenario and learning objectives. Roles should be challenging enough to encourage engagement and learning, yet within participants' capabilities to perform effectively. Fourth, participants act out their roles within the given scenario. Teachers should observe and facilitate the roleplay, providing guidance and support as needed. During the roleplay, teachers may also correct scripts or interactions to ensure alignment with learning goals and to rectify any errors that may arise. Fifth, after completing the roleplay, conduct a debriefing session. This involves reflecting on the experience, discussing what was

learned, and providing constructive feedback. Debriefing helps participants consolidate their learning, identify strengths and areas for improvement, and connect the roleplay experience to real-world contexts.

In conclusion, speaking is vital for everyday communication as it allows individuals to express their ideas and opinions clearly. In English language learning, challenges such as fluency, grammar, pronunciation, and vocabulary can be effectively overcome through the use of roleplay. This method significantly enhances students' speaking skills in real-life situations, with teachers playing a crucial role in providing necessary corrections and guidance.

D. Hypothesis

In this chapter, ¹the research aims to explore the effectiveness of using role-play as a teaching strategy to enhance students' speaking skills. This chapter will outline the underlying hypothesis of the study, examining the expected findings and predictions. This research aims to analyze the effectiveness of role-play in language classes, with the goal of providing an advantageous contribution to the subject of language education and offering beneficial insights into effective teaching methods.

The hypothesis proposed for this study is as follows:

H0 (Null hypothesis): There is no significant difference in the speaking skills of students who are taught using roleplay and those who are not.

H1 (Alternative hypothesis): Students who engage in roleplay activities as a teaching strategy will demonstrate significantly improved speaking skills compared to those who do not participate in such activities.

CHAPTER III

RESEARCH METHOD

This chapter presents the description of the research of methodology. It is consist of the variables, technique and approach, place and time of the research, population and sample, research instrument and data collection technique, technique of data analysis.

A. Variable of the Research

A variable is an element that becomes the focus of research. As described by Creswell (2012: 112), a variable is a feature or quality of an individual or organization that (a) can be measured or observed by researchers and (b) shows variation among the individuals or organizations being examined. There are two variables in this study. They are independent variable and dependent variable:

1. Independent variable

According to Creswell (1994: 128), an independent variable is referred to as treatment conditions or factors in an experiment. These treatment conditions are controlled by the researcher and are typically manipulated during the experiment. In other words, the independent variable represents the causes, based on the research titled “The Effectiveness of Role-Play on The Eleventh Grade Students’ Speaking Skill in SMAN 6 KEDIRI 2023/2024”

2. Dependent variable

According to Borg and Gall (2003: 134), a dependent variable relies on the independent variable. Essentially, the dependent variable is the outcome variable. In this study, the dependent variable was speaking ability.

Speaking skill refers to the capability students use to communicate orally. Brown (2001: 271-272) outlines several micro and macro skills of speaking, such as: using an adequate number of words to achieve pragmatic goals, producing fluent speech at varying speeds, employing grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, action verbs), word order, patterns, rules, and elliptical forms. Macro skills involve effectively accomplishing communication functions based on the context, participants, and objectives.

B. Research Design

1. Research Approach

In this study, quantitative research methodology is employed. According to Creswell (2009: 1), quantitative research is used to test objective theories by examining relationships among variables. These variables are typically measured using instruments, resulting in numerical data that can be analyzed using statistical procedures. The final written report follows a structured format that includes introduction, literature review and theory, methods, results, and discussion. Like qualitative researchers, those conducting quantitative research make assumptions about

deductively testing theories, implementing safeguards against biases, controlling for alternative explanations, and aiming for generalizability and replicability of findings.

This research focuses on enhancing students' speaking ability through the role-play method. Quantitative research is chosen because it allows the researcher to assess the effectiveness of role-play on students' speaking skills through numerical analysis. To conduct this study, the researcher gathers data that includes numerical comparisons of students' speaking skills before and after participating in role-play activities.

2. Research Technique

Based on the research titled "The Effectiveness of Role-Play on The Eleventh Grade Students' Speaking Skill in SMAN 6 KEDIRI 2023/2024," the chosen methodology is quantitative, specifically employing an experimental design. Creswell (2012: 20) defines experimental design as a structured approach in quantitative research where researchers investigate whether specific activities or materials have an impact on outcomes for participants. Experimental research involves systematically manipulating one or more variables to observe their effect on another variable. The variable manipulated is referred to as the experimental treatment or independent variable, while the variable observed and measured is the dependent variable.

The primary objective of experimental research is to determine whether the treatment administered affects the subject under study, as outlined by Creswell (2012: 20). In this study, the researcher plans to conduct an experiment within a single classroom setting. Initially, a pre-test will assess the speaking abilities of students

before they engage in role-play activities. Subsequently, a post-test will measure their speaking skills after receiving instruction through role-play sessions. To analyze the data effectively, statistical software SPSS 23 will be utilized, allowing for a thorough examination of the impact of role-play on enhancing students' speaking abilities. This approach aims to provide empirical evidence regarding the effectiveness of role-play as a teaching method in improving speaking skills among ⁴eleventh-grade students at SMAN 6 KEDIRI during the academic year 2023/2024.

C. Place and time of the Research

1. Place of the Research

In finding the data relating to the variable of the research, it is necessary to decide where the research will be conducted. The researcher chooses eleventh grade SMAN 6 Kediri ⁴in academic year 2023/2024. The researcher chose to conduct their study at that school for various reasons. Firstly, the school's location is easily accessible, which allows for ideal results. Additionally, being in close proximity to the school enables the researcher to establish efficient connection with the teacher.

2. Time of the Research

In this research the researcher will hold the research on :

TABLE 3.1

Time Schedule of the Research

No	Activity	Time
1	ACC the tittle	May 4 th
2	Revising and ACC proposal skripsi	August 21 th - September 31 th
3	Asking permission for headmaster of SMAN 6 Kediri	October 26 th
4	Consulting the instruments and giving the pre-test	October 31 th
5	Giving treatments	November 7 th
6	Conducting post-test	November 10 th
7	Collecting data	November 14 th
8	Analyzing data	November 16 th
9	Writing the result	November 16 th - January 31 th

D. Population and sample

The writer will discuss both population and sample before conducting the research to get the data. Both of them have an important role in doing this research, so the writer can arrange the research simply and efficiently.

1. Population

A population is defined as all members of a clearly defined class of persons, events, or objects (Ary, Jacobs, Sorensen, and Razavieh, 2010:148). It is possible to assume that the population characteristics that will be evaluated are all subjects or persons with specific

The population of this study is all of the students in the eleventh grade at SMAN 6 Kediri during the academic year 2023/2024, which totals 360 students.

2. Sample

According to Fraenkel and Wallen (2003:79), a sample is a collection of people who participate in a research project and provide information. It signifies that the sample is a part of the entire research population that will be treated. The writer chose eleventh grade as the sample for this study, which included 25 of the 7 males and 18 females. The writer determines the research sample using basic random sampling.

E. Instruments

There are two sections to this test: the pre-test and the post-test. The purpose of the pre-test is to determine the starting point of the students' speaking skills before being taught using roleplay. This helps in understanding their initial proficiency levels and identifying specific areas that need improvement. The post-test, on the other hand, aims to evaluate the students' speaking skills after they have been taught using roleplay. This comparison allows for an assessment of the effectiveness of the roleplay method in enhancing their speaking abilities. The format of this test is a spoken test, specifically taking the form of an oral presentation

F. Technique of Collecting Data

1. Pre test

During the pre-test, the researcher gives an assignment to the students that focuses on giving and defending opinion. All students are going to observe the picture.

Students are required to create a dialogue containing a minimum of 10 lines and a maximum of 15 lines that are relevant to the chosen picture. The students practice their result in front of the class. In making evaluation, the researcher checked and took score from the components of speaking such as the pronunciation, grammar, vocabulary and fluency when the students were practice in front of the class.

2. Treatment

After conducting the pre-test, the researcher will begin the treatment to improve the students' speaking ability. The researcher uses roleplay as the method for teaching speaking to the eleventh grade students of SMAN 6 Kediri in the academic year of 2023/2024.

The treatment starts with the researcher introducing the topic, which will be learned by the students. The topic is “defending and giving opinion.” The students are divided into six groups, referred to as expert groups, where they find information related to a picture they have chosen. These groups then reconvene into home groups to share their findings, make a conclusion, and present the result in front of the class.

In the first meeting, after greeting and preparing the class, the researcher explains the concept of roleplay. She outlines what the students are expected to do during the learning process and describes the steps involved in roleplay. Once the students have a clear understanding of roleplay, the researcher introduces the material or dialogue to be learned. This includes discussing the generic structure and language features of the dialogue. The researcher ensures that the students fully understand their

tasks and the material, so they are well-prepared for the practical application in the next session.

In the second meeting, the focus shifts to vocabulary and pronunciation. The session begins with a greeting, a prayer, a motivational talk, an attendance check, and an explanation of the lesson's objectives. Following this, the researcher shows a video recorded during the pretest. The students are asked to identify the vocabulary and pronunciation used in the conversation. The researcher plays and pauses the video at intervals to highlight specific vocabulary words and their pronunciation. Together, the researcher and students analyze the vocabulary and pronunciation in the conversation. The researcher quizzes the students on the vocabulary just discussed, identifying any pronunciation mistakes, and provides the correct pronunciation. The researcher repeats the vocabulary with the correct pronunciation several times until all students can memorize and accurately pronounce the words.

In the third meeting, the focus is on grammar and fluency. The session begins similarly to the previous ones, with a greeting, a prayer, a motivational talk, an attendance check, and an explanation of the lesson's objectives. The researcher then shows the video recorded during the pretest, highlighting some grammar mistakes made by the students. Some students struggle with the use of auxiliaries and do not use them correctly, while others are confused about arranging words into correct sentences. The researcher and students discuss these grammatical issues together, focusing on the correct use of auxiliaries and constructing grammatically sound sentences. Students then apply this knowledge by practicing correct grammar in their sentences. At the end

of the session, the researcher asks the students to summarize the material they learned during the treatment, reinforcing their understanding.

3. Post test

In the post-test, the researcher begins by reviewing the material covered during the treatment sessions. After the review, the researcher provides the students with a new set of pictures related to defending and giving opinions, different from those used in the pre-test. The students are then tasked with creating dialogues based on these pictures and recording videos of their dialogues, which they can edit creatively. Once the videos are completed, the researcher assesses the students' speaking abilities, focusing on key components such as pronunciation, grammar, vocabulary, and fluency.

G. Technique of Analyzing Data

In analyzing all of the data which collected from the pre-test and post-test score the researcher will be analyzed by using SPSS version 23. The data which get from pre test scored will be compared with the post test score using the formula of paired sample t-test with the significance 5% (0,05) to know the differences the students' speaking skill before and after being taught using roleplay and to prove the hypothesis. If there is the students score average is no significance difference the H_0 is accepted and H_a is rejected. But if the students score average is significance difference the H_0 is rejected and H_a is accepted.

a. Scoring

First, the researcher scores the pre-test and post-test to measure students presenting skill. The research formula is:

$$\text{Score} = \frac{\Sigma \text{Score}}{\text{Maximum Score}} \times 100$$

b. Scoring classification

To ensure clarity and consistency in evaluating students' performance, the scores will be classified into different categories. This classification will help in understanding the range and distribution of students' speaking skills before and after the intervention.

c. SPSS T-test

To determine the statistical significance of the study, an SPSS T-test will be conducted. The t-scores obtained from the test will be compared to the t-table values to make conclusions about the study's significance. The rules for interpreting the t-scores are as follows:

1. If the t-scores > t-table, and the degree of significance 5%, it means significance, so H_a is accepted and H_o is rejected.
2. If the t-scores < t-table, and the degree of significance 5%, it means not significance, so H_a is rejected and H_o is accepted.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents about the results of the research that includes data presentation, data analysis and interpretation of the result of data analysis.

A. Research Finding

To get the data of the research, the researcher applied teaching learning process by using roleplay for teaching speaking. The researcher applied the teaching learning process in the eleventh grade students of SMAN 6 Kediri, especially in XI-5 which consist of 25 students. The teaching learning process was done in 4 meeting there are pre-test, treatments, the post test and questionnaire. The first meeting was conducted by giving the pre-test to know students ability before being taught using roleplay. Then the treatments, after that meeting was giving the post test to know students' ability after being taught using roleplay, then questionnaire and data analysis of the influence roleplay to the students and data analysis of the influence of roleplay to the students. The details explanations of those phases as follows

1. The Description of Research Finding

In this session, the writer will show the result of research finding before the students are taught using roleplay in pre-test and after they are taught using roleplay in post-test.

a. The Description of Students' Speaking Before Being Taught by Using Roleplay

Before showing the test result, the writer would like to explain about how to do the research to get the students' scores

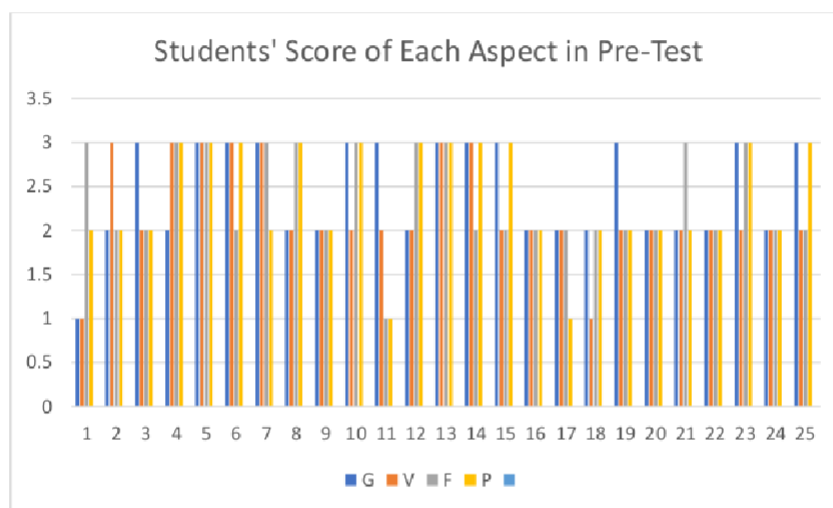
The writer did the research in one class. It was the eleventh grade students of SMAN 6 Kediri. The writer gave paper and in this paper explains expression that will use to practice. Then, the writer asked the student to make a conversation about giving and defending opinion.

The students were asked to do the test and then the researcher took the score. The test was about measuring the students' speaking skill in conversation before being taught using roleplay. The speaking score includes grammar, vocabulary, fluency, and pronunciation. All of those aspects of score are in the range of 1 up to 4. The maximum score is 16.

$$Score = \frac{\Sigma Score}{maximum\ score} \times 100\%$$

The result of the eleventh students' speaking at SMAN 6 Kediri is presented in below :

Diagram 4.1
Students' Pre-test Score



Note:

G: Grammar

V: Vocabulary

P: Pronunciation

F: Fluency

For the Grammar category in the pre-test, the scores were distributed as follows: one student received a score of 1, ten students received a score of 2, and fourteen students received a score of 3. This distribution reveals several insights into the

students' grasp of grammar. The single student who received a score of 1 demonstrates a significant struggle with basic grammatical concepts, which may be due to a variety of factors such as lack of foundational knowledge, limited exposure to English outside the classroom, or insufficient practice and reinforcement of grammar rules. The ten students who received a score of 2 show that they have some understanding of grammar, but their skills are inconsistent. These students might be able to apply certain grammatical rules in familiar contexts but may falter when faced with more complex or unfamiliar structures. The reasons for their moderate scores could include occasional misunderstandings of grammar rules, limited practice, or difficulties in applying grammar knowledge to writing and speaking tasks. On a positive note, the fourteen students who scored 3 indicate a strong proficiency in grammar, suggesting they have a solid understanding and can consistently apply grammatical rules accurately. These students likely benefit from regular practice, exposure to a variety of reading materials, and perhaps more effective study habits or instructional methods. Overall, while a significant portion of the class demonstrates good grammatical skills, the scores also highlight the need for targeted interventions and additional support for those who are struggling to ensure all students can achieve a higher level of proficiency in grammar.

For the Vocabulary category in the pre-test, the scores were distributed as follows: 2 students received a score of 1, 15 students received a score of 2, and 8 students received a score of 3. This distribution reveals variations in vocabulary mastery among the students. The two students who received a score of 1 show significant difficulties in mastering basic vocabulary, likely due to a lack of exposure

to English outside the classroom, minimal practice with new words, or a lack of motivation to engage with English reading materials. The largest group, comprising fifteen students, received a score of 2. This indicates that while they have a fair understanding of vocabulary, there are still deficiencies in using vocabulary accurately and consistently in more complex contexts. Factors contributing to this moderate performance might include limited practice in applying vocabulary, a lack of contextual understanding, or a reliance on rote memorization without deep comprehension. On the other hand, the eight students who received a score of 3 demonstrate strong vocabulary skills and the ability to use words appropriately in various contexts. These students likely benefit from extensive exposure to English through reading, listening, or speaking, as well as effective learning methods that encourage active and contextual vocabulary use. Overall, while the majority of students have a moderate understanding of vocabulary, this distribution highlights the need for additional interventions and support for those struggling to ensure all students can achieve a higher level of vocabulary proficiency.

For the Pronunciation category in the pre-test, the scores were distributed as follows: two students received a score of 1, fifteen students received a score of 2, and eight students received a score of 3. This distribution reveals varying levels of proficiency in pronunciation among the students. The two students who received a score of 1 show significant difficulties in pronouncing English words correctly, which may be due to a lack of practice, insufficient exposure to spoken English, or challenges in hearing and mimicking correct pronunciation. The fifteen students who received a

score of 2 can pronounce words relatively well but struggle with consistency and accuracy, especially with more complex or unfamiliar words. This moderate performance might result from limited practice, a lack of confidence, or inconsistent feedback on their pronunciation. The eight students who received a score of 3 demonstrate strong pronunciation skills and the ability to articulate words clearly and accurately. These students likely benefit from regular exposure to spoken English through listening and speaking activities, as well as effective feedback and practice opportunities. Overall, while some students excel in pronunciation, there is a clear need for additional support and practice for those who are struggling to ensure they can improve their pronunciation skills and achieve a higher level of proficiency.

In the Fluency category of the pre-test, the scores were distributed as follows: one student received a score of 1, indicating significant challenges in speaking English smoothly and without excessive hesitation, possibly due to nervousness, lack of practice, or difficulty in forming coherent sentences spontaneously. Eleven students received a score of 2, suggesting they can speak English with some fluency but struggle at times to maintain a smooth flow of speech, often hesitating or pausing. This moderate performance might stem from limited speaking practice, lack of confidence, or difficulty in recalling vocabulary quickly. The majority, thirteen students, received a score of 3, demonstrating strong fluency with the ability to speak English smoothly and confidently without undue hesitation. These students likely benefit from regular speaking practice, possess a robust vocabulary, and feel assured in expressing themselves in English. Overall, while a significant number of students show strong

fluency, there is a need for targeted support and encouragement for those struggling to enhance their fluency skills, ensuring all students can achieve higher levels of proficiency in spoken English.

From the graph above, it can be seen that student who got highest score has 3 score in grammar, 3 score in vocabulary, 3 score in pronunciation, and 3 score in fluency. The lowest score is grammar's score is 1, vocabulary is 1, pronunciation is 1, and fluency is 1. The highest total score is 75 while the lowest total score is 43,75. KKM in the school is 75. So, there are 8% pass by KKM and 92% less by KKM.

b. Treatment Process

After giving the pre-test, the researcher scheduled two meetings for treatments. During the treatments, the researcher taught speaking in conversation. It was categorized in four aspects that contain grammar, pronunciation, vocabulary and fluency. The mistake were discussed together in the treatment.

a) First Meeting

In this first meeting, after greeting and preparation the class, the researcher explain about roleplay. She explain what the students should do in this learning and the procedure or steps of roleplay. The next, if the students have understood about roleplay well, the researcher explain about material or dialogue will learn in this learning. There are about generic structure, and language feature. In this step, the researcher as teacher should explain about what the students should in this learning and the material until students can understand. So, on the next practice they can do well

b) Second Meeting

In the second meeting, the teaching focused on vocabulary and pronunciation. The session began with a greeting, a prayer, a motivational talk, an attendance check, and an explanation of the lesson's objectives. Following this, the researcher showed a video recorded during the pretest. The students were asked to identify the vocabulary and pronunciation used in the conversation. The researcher played the video, pausing it at intervals to highlight specific vocabulary words and their pronunciation. Together, the researcher and students analyzed the vocabulary and pronunciation in the conversation. The researcher then quizzed the students on the vocabulary just discussed, identifying any pronunciation mistakes. To address these errors, the researcher provided the correct pronunciation and practiced it with the students. Some students found it challenging to adapt to the correct pronunciation, while others adjusted more easily. The researcher repeated the vocabulary with the correct pronunciation several times until all students could memorize and accurately pronounce the words.

b) Third Meeting

In the third meeting, the focus was on grammar and fluency. Similar to the first meeting, the session began with a greeting, a prayer, a motivational talk, an attendance check, and an explanation of the lesson's objectives. Following this, the researcher showed the video recorded during the pretest. The video highlighted some grammar mistakes made by the students in their expressions. Some students struggled with the use of auxiliaries and did not use them correctly, while others were confused about

arranging words into correct sentences. The researcher and the students collaboratively discussed these grammatical issues. The discussion focused on the correct use of auxiliaries and how to construct grammatically sound sentences. After addressing these issues, students were asked to apply the knowledge they gained that day by practicing the correct grammar in their sentences. At the end of the session, the researcher asked the students to summarize the material they learned during the treatment. This reflective activity helped reinforce their understanding.

The three meetings were designed to build upon each other, creating a comprehensive learning experience. In the first meeting, students were introduced to roleplay and the structure of dialogues, laying the foundation for practical application. The second meeting focused on vocabulary and pronunciation, enabling students to improve their speaking skills and prepare for more accurate communication. Finally, the third meeting addressed grammar and fluency, ensuring that students could form correct and fluent sentences. This progression from understanding dialogue structure to mastering vocabulary, pronunciation, and grammar allowed students to develop a well-rounded skill set, enhancing their overall language proficiency.

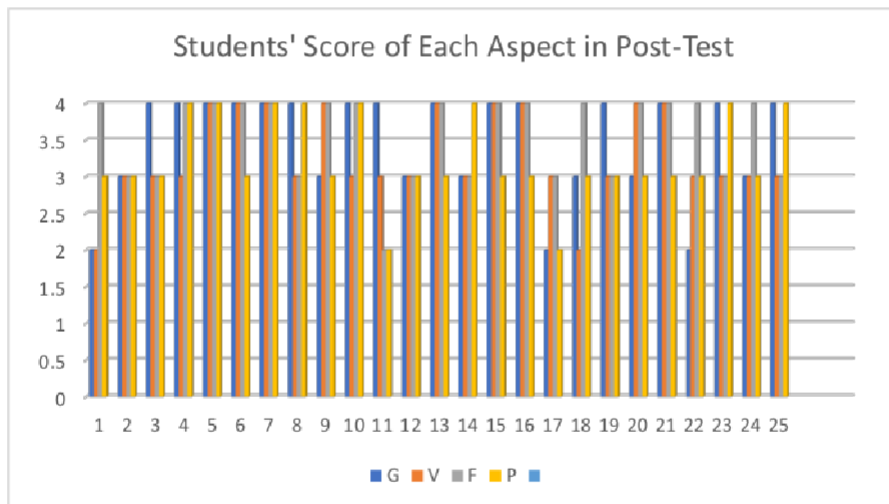
c. The Description of Students' Speaking After Being Taught by Using Roleplay

After the writer gave treatment to the students, the condition of students after being taught using roleplay was good enough. The students' speaking increased in their achievement. The student seemed more fluent in speaking. They know the vocabulary

that should be used in conversation. Some students also arranged the sentences well. Their pronunciation was getting better than before treatments. It is supported by the result of the post-test. The post-test was the same as the pre-test. The post-test was used to measure the students' speaking skill and being compared with the pre-test. The results of the post-test can be presented in a diagram below

Diagram 4.2

Students' Post-test Score



Note:

G: Grammar

V: Vocabulary

P: Pronunciation

F: Fluency

In the post-test for the Grammar category, the scores were distributed as follows: two students achieved a score of 2, eight students scored 3, and fifteen students attained a score of 4. This distribution reflects significant improvement compared to the previous pre-test results. Notably, there were no students scoring 1, indicating a collective enhancement in understanding and mastering grammar among all participants. The two students scoring 2 demonstrate progress in applying grammar rules consistently. Those scoring 3 exhibit good proficiency in grammar, showing adeptness in handling more complex grammar rules. The largest group, comprising fifteen students scoring 4, demonstrates excellent mastery of grammar, showcasing their ability to apply grammar rules accurately and effectively across various contexts. Overall, the results underscore marked improvement in grammar skills across the board, highlighting effective learning strategies and the students' dedication to mastering English grammar.

Based on the analysis of the Vocabulary category in the post-test, it is evident that there has been significant improvement compared to the previous pre-test results. The distribution of scores shows a notable increase in the number of students achieving scores of 3 and 4, indicating substantial progress in their understanding and application of vocabulary. Seven students scoring 2 reflect improved proficiency in recognizing and using vocabulary in broader and more complex contexts, suggesting enhanced learning and retention. Thirteen students achieving a score of 3 demonstrate solid skills

in mastering vocabulary, showcasing their ability to employ words accurately and effectively across various situations. Additionally, the five students who scored 4 exhibit outstanding mastery of vocabulary, demonstrating fluency and deep comprehension in their use of language. This overall improvement signifies the students' development in vocabulary skills, enhancing their capability to articulate ideas more precisely and confidently in spoken English. Such progress underscores the effectiveness of targeted vocabulary learning strategies and highlights the importance of continued practice and reinforcement to further enhance their speaking proficiency.

In the Pronunciation category of the post-test, there has been noticeable improvement compared to the pre-test results. In the post-test, 14 students achieved a score of 4, showcasing an excellent ability to articulate English words clearly and accurately. This marks an increase from the pre-test, indicating enhanced proficiency in English phonetics and pronunciation rules among these students. Additionally, 10 students scored 3, demonstrating good pronunciation skills with occasional minor errors, which also represents an improvement. Only one student received a score of 2, indicating significant difficulties in pronunciation, but even this shows a decrease from the pre-test. Overall, the post-test results reflect positive growth in pronunciation skills across the cohort, highlighting effective teaching strategies and the students' dedication to refining their English pronunciation.

In comparing the Fluency scores from the post-test to the previous results, there is clear evidence of improvement among the students. In the post-test, 13 students achieved a score of 4, demonstrating a strong ability to speak English smoothly and

confidently with minimal hesitations. This represents an increase from the previous assessment, indicating enhanced proficiency in expressing ideas fluently and coherently across various contexts. Additionally, 11 students received a score of 3, suggesting a moderate level of fluency where they can speak smoothly albeit with occasional minor disruptions in speech flow. This also shows improvement compared to their earlier performance. Only one student scored 2, indicating challenges in speaking fluently, but even this marks a decrease from the previous assessment. Overall, the post-test results reveal significant progress in fluency skills across the group, underscoring effective teaching methods and the students' efforts in improving their English speaking abilities.

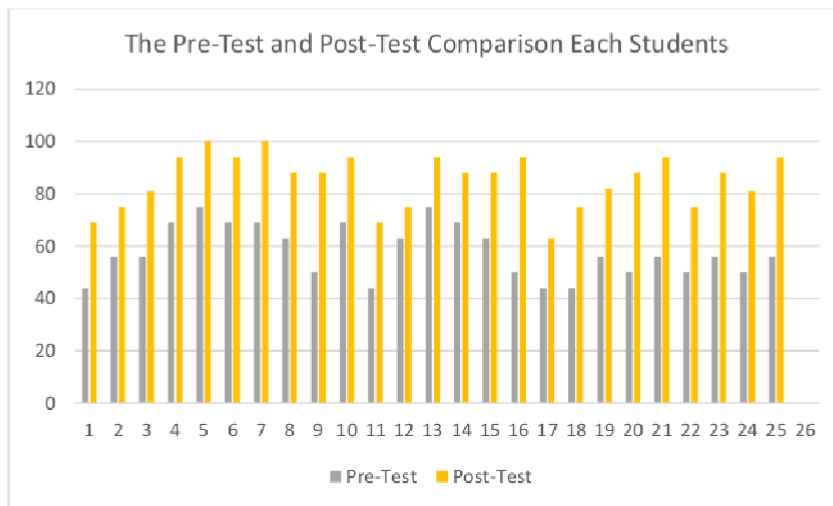
From the graph above, it can be seen that student who got highest score has 4 score in grammar, 4 score in vocabulary, 4 score in pronunciation, and 4 score in fluency. The student who got lowest score has 2 in grammar, 2 in vocabulary, 1 in pronunciation, and 2 in fluency. The highest total score is 100 while the lowest total score is 62,5. KKM in the school is 75. So, there are 88% pass by KKM and 12% less by KKM.

B. The Data Analysis

In this section the researcher shows the result of her analysis of ²the students' pre-test and post-test score using SPSS version 23. There are data output based on calculation ²using SPSS: Paired Sample Statistic, Paired Sample Correlation and Paired Sample Test.

The pre-test and post-test data was compared to know the increase of total score in each aspects. The comparison is served in the diagram below:

Diagram 4.3



The diagram shows that each students had better score in post-test than in pre-test. The higher score in pre-test was 75 while the lowest score in pre-test was 43,75. In post-test, the score was increased. The higher score was 100 while the lowest score was 62,5.

a. Mean

Table 4.1

Paired Samples Statistics

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE_TEST	57.7500	25	9.92813	1.98563
	POST_TEST	85.0000	25	10.20621	2.04124

² Based on the paired sample statistics table above, it showed the mean score of pre-test is 57.7500 with standard deviation 9.92813. On the other hand the mean score of post-test is 85.0000 with standard deviation 10.20621. The number of participants of each test (N) is 25.

b. Correlation

Table 4.2

The Correlation Score of Pre-test and Post-test

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	PRE_TEST & POST_TEST	25	.729	.000

From Paired Samples Correlation table above, the output shows the correlation impact of ² the data before and after being taught using roleplay is 0,729 with significance 0,000. It means there is an correlation or impact between students' speaking before and after being taught using roleplay

c. T-test

Table 4.3

The T-score of Pre-test and Post-test Paired Samples Test

Paired Samples Test

	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 PRE_TEST - POST_TEST	-27.25000	7.41269	1.48254	-30.30981	-24.19019	-18.381	24	.000

From Paired Samples Test table above, the mean shows the difference between pre-test and post-test is 27,25000 with standard deviation 7,41269 and standard deviation error 1,48254. The t-score is 18,381 with the degree of freedom 24 and significance (2-tailed) 0.000.

Table 4.4

Table T-test based on Significant 1% and 5%

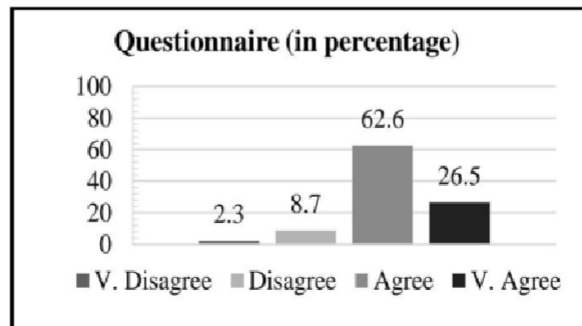
Df	T-score	T-table 1%	T-table 5%	Significant Ha	Ho
24	18.381	2.797	2.064	Accepted	Rejected

Based on the table above, the t-table value at the level of significance 0,01 (1%) and on the degree of freedom 24 is 2,947. And the-table value at the level of significance 0.05 (5%) and on the degree of freedom 15 is 2,131,

C. Questionnaire

Diagram 4.4

Questionnaire Indicators



Based on the results of the questionnaire among 25 students who participated in roleplay activities, it is evident that a significant majority find roleplay beneficial for improving their confidence and speaking ability in English. Specifically, 26.5% of students strongly agreed, and 62.6% agreed that roleplay enhances their language skills. This high percentage indicates widespread acceptance and positive perception of roleplay as an effective learning tool.

However, a minority of students, comprising 8.7%, disagreed, and 2.3% strongly disagreed with the questionnaire findings. The primary reason cited for this disagreement relates to challenges in speaking fluency. Many students admitted to feeling shy, which sometimes resulted in stuttering or slower speech during roleplay sessions. Despite these challenges, their enthusiasm for participating in role-playing activities remains strong, underscoring their recognition of its potential benefits.

The shyness observed among students is expected to diminish with repeated exercises and increased involvement in classroom activities. As students become more accustomed to speaking in English through roleplay, their confidence is likely to grow, enabling them to overcome initial hesitations and improve their fluency gradually.

Another factor contributing to disagreement among students is the perception of English as a foreign language. Some students expressed fear of making mistakes due to the language's complexity, which impacts their confidence in using English fluently. However, with continued support and encouragement from educators, students can develop a more resilient attitude towards language learning, focusing on improvement rather than perfection.

In conclusion, while there are challenges to overcome, roleplay remains a valuable method for fostering speaking skills in English. By addressing students' concerns through targeted practice and supportive teaching strategies, educators can further enhance the effectiveness of roleplay in promoting language proficiency and confidence among students.

D. Interpretation the Result of Data Analysis

After the researcher analyzed the data ² using SPSS version 23, the students' speaking score after being taught using roleplay was better than students' speaking score before being taught using roleplay. It shows on the distinction between students' pre-test and post-test score. The lowest score in pre-test was 43,75 and the highest score was 75. In post-test, the lowest score was 62,5 and the highest score was 100.

All of speaking aspects increased especially the vocabulary. In pre- test, the total grammar score was 61. In post-test, the total grammar score was 90. So, the total grammar score increased 23 points from pre-test to post-test. The fluency aspect has different result. The fluency ¹ score from pre-test to post-test increased 38 point. In pre-test, the total score was 58. In post-test, the total score was 92. The vocabulary score from pre-test to post-test increased 31 point. In pre-test, the total score was 55. In post-test, the total score was 86. And the pronunciation score from pre-test and post-test increased 26 point. In pre-test, the total score was 58. In post-test, the total score was 84.

Looking at the analysis result, t-score which is 18,381 is higher than t-table at the level of significance 0,01 (2,797) and 0,05 (2,131) with the degree of freedom 24. It means that there was a significant difference on students speaking skill before and after being taught using roleplay.

D. Testing of Hypothesis

² In this research, the researcher formulated two types of hypothesis those were the null hypothesis (H_0) and the alternative hypothesis (H_a).

- a. The null hypothesis (H_0): there is no significant effect of roleplay to the eleventh grade students' speaking at SMAN 6 Kediri.
- b. The alternative hypothesis (H_a): ² there is significant effect of roleplay to the eleventh grade students' speaking at SMAN 6 Kediri.

To prove the hypothesis, the data obtained from pre-test and post-test were calculated by using paired sample t-test formula with assumption as follows:

1. If $t_o > t_{able}$, the null hypothesis (H_0) is rejected and alternative hypothesis (H_a) is accepted. It is proven ² there is significant effect of roleplay to the eleventh grade students' speaking.
2. If $t_o > t_{able}$, the null hypothesis (H_0) is accepted and alternative hypothesis (H_a) is rejected. It is proven there is no significant effect of roleplay to the eleventh grade ² students' speaking.

According to the analysis of the results above, the t-score was higher than t-table both in the level of significance 1% ($18,381 > 2,797$) and 5% ($18,381 > 2,064$). It means the H_0 was rejected and the H_a was with significant level. There was significant difference between pre-test and post-test score.

² According to the analysis of the result above, there is a significant difference between the pre-test and post-test score. Both of t-test result by using SPSS manual formula is the same. The result shows that the post-test score got higher than the pre-test score. The result reports that the t-test was higher than the pre-test score.

It can be defined that there was significant effect of roleplay on students speaking ability than teaching speaking ability on students without roleplay ² since alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected.

In other words, teaching speaking ability on students by using roleplay gives significance effect to the eleventh grade students' speaking at SMAN 6 Kediri.

E. Discussion

Based on the data that has been analyzed by using SPSS using version 23 above, the purpose of the researcher was to find out the answer of question study were how is the students' speaking ability before and after being taught using roleplay and the significant effect of roleplay to the eleventh grade students speaking SMAN 6 Kediri.

From the data analysis above it can be conclude that there was significant effect between roleplay and students' speaking ability. The use of roleplay in classroom could be guiding the students' activities in interesting way. Roleplay also make a particularly

powerful contribution both the content and the process of teaching especially contribute to interest and motivation. In a roleplay scenario, the media serves as a valuable tool for aiding teachers in elucidating speaking materials.

This result is also supported by previous research conducted by Sari (2006) and Budiman (2004), indicating that integrating role-play exercises effectively enhances students' speaking skills. Sari's study, conducted with first-grade students at SMPN 251 Jakarta Timur, demonstrated significant improvement in speaking abilities through active student engagement, as evidenced by qualitative and quantitative data analysis. Similarly, Budiman's research with third-grade students at Daarul Ma'arif Junior High School corroborated these findings, highlighting increased motivation and proficiency in spoken English. Both studies utilized a Classroom Action Research (CAR) approach, unlike the current study, which employs an experimental methodology with second-grade students. This research aims to build upon these insights to further validate the efficacy of the Role Play approach in enhancing speaking skills among junior high school students, affirming that role-play is an effective method for improving students' speaking abilities.

CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

This chapter presents the conclusions, implication, suggestions of the research about the effectiveness of roleplay on eleventh grade students speaking in SMAN 6 Kediri in the academic year 2023/2024.

A. Conclusions

From the description of the previous chapter, the writer could draw a conclusion that speaking is one productive skill that must be mastered by the students to deliver their idea and to share the information orally. enabling them to effectively articulate ideas and share information orally. The researcher's primary aim was to enhance pronunciation, vocabulary, fluency, and grammar in speaking among students.

The method employed in teaching speaking, particularly through roleplay, proved to be highly effective in capturing students' interest in the subject matter and enhancing their motivation to improve their English-speaking skills. This study conducted at SMAN 6 Kediri demonstrated that roleplay had a significant impact on the speaking abilities of eleventh-grade students. Specifically, there was a notable improvement in vocabulary, grammar, fluency, and pronunciation observed from the pretest to the post test. Additionally, statistical analysis using the t-test confirmed the substantial effect of roleplay on students' speaking skills.

Furthermore, enhancements were observed across all aspects of speaking, with particularly significant improvements noted in vocabulary and fluency, directly attributed to the roleplay activities. Therefore, roleplay emerged as a valuable tool for promoting vocabulary acquisition and fluency development in students' spoken English.

This research underscores the effectiveness of roleplay as a method to enhance speaking skills among eleventh-grade students, particularly at SMAN 6 Kediri. These findings underscore roleplay's pivotal role not only in improving students' speaking performance but also in fostering their overall engagement and proficiency in English.

B. Implication

The researcher conducted an experiment where roleplay was used as a method in the teaching process. There are several implications, both theoretical and practical.

1. Theoretical Implication

The use of roleplay can serve as an engaging learning model that significantly enhances both the learning process and content. This approach helps improve students' speaking skills by providing a realistic context where they can practice dialogues, collaborate with classmates, and actively engage in speaking activities. Through these roleplay scenarios, students not only gain practical experience in using the target language but also build confidence in communicating with others. Furthermore, after receiving instruction through roleplay, there is a positive effect on students' speaking abilities, making the learning process more enjoyable and effective.

2. Practical Implication

Teaching using roleplay in the speaking learning process helps students improve their speaking skills. This method consists of several steps: starting with thorough preparation, briefing participants on their roles, assigning roles based on the learning objectives, executing the roleplay, conducting a debriefing session, and providing constructive feedback. In roleplay activities, students are encouraged to interact effectively in sharing and developing their ideas, enhancing academic achievement, fostering tolerance towards others, honing time management skills, as well as developing empathy towards others with an awareness of diversity and acceptance of differences. Teachers play a crucial role in guiding and correcting the roleplay, ensuring that students meet the learning goals and overcome any challenges they face in speaking. Overall, roleplay is an effective method for improving students' speaking skills in a real-world context.

C. Suggestion

In this section, the researcher provides valuable suggestions directed towards English teachers and future researchers interested in exploring roleplay as a method for teaching speaking skills.

Sure, here's the revised version with added problem and suggestion for each aspect:

1. For Teachers

Teachers often struggle to keep students engaged and motivated in speaking lessons, leading to a lack of improvement in speaking skills. Utilizing roleplay in teaching speaking can effectively capture students' interest in the subject matter and enhance their motivation to study English. Roleplay serves as a highly beneficial method that not only makes learning enjoyable but also facilitates easy absorption of the material by students.

2. For Students

Students often feel anxious and lack confidence when speaking English, which can impede their progress in becoming fluent speakers. Embracing roleplay activities can significantly improve your speaking skills in English. By participating actively, you can enhance your confidence, pronunciation, and ability to think quickly in English. Roleplay offers a practical and engaging way to apply what you've learned in real-life scenarios, helping you become more fluent and comfortable in speaking English. Remember, the more you practice through roleplay, the better you will get at communicating effectively in English.

3. For Researchers

Existing research is still not sufficiently deep to clearly demonstrate the effectiveness of roleplay in consistently enhancing speaking skills across various educational contexts. The writer hopes that researchers can conduct more in-depth studies to better explore the use of roleplay in teaching speaking skills. This way, more effective and scientifically proven teaching strategies can be developed, and ways in

which roleplay can be optimally applied in high schools and junior high schools can be identified. This effort is expected to significantly contribute to improving students' English language achievement and provide broader benefits to English teachers and educational institutions.

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