

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

SKRIPSI

Presented as Partial Fulfillment of the Requirement of Obtain the Sarjana
Degree (S. Pd) of English Education Department Faculty of Teacher Training
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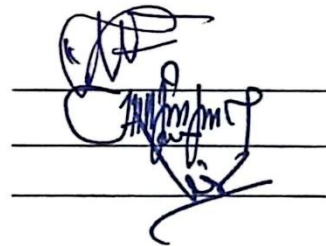
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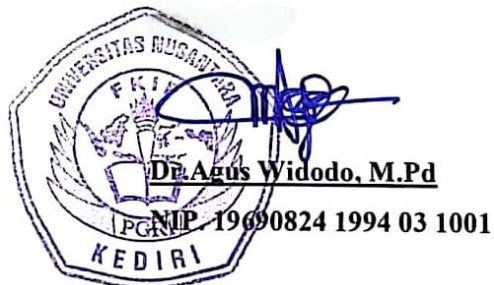
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Kediri, July 11th, 2024
The Writer



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MOTTO AND DEDICATION

MOTTO:

Through hardships to the stars.

DEDICATION:

This thesis is wholeheartedly dedicated to my dearest family. To my father, whose steadfast support has been a pillar of strength, to my mother, whose endless love has been my guiding light, and to my sister, whose unwavering encouragement has fueled my determination. Your belief in me and your unceasing support throughout this journey have been invaluable, and I am profoundly grateful for everything you have done.

ABSTRACT

Yohana Octaviana The Effectiveness of Role-play on The Eleventh Grade Students' Speaking Skill in SMAN 6 KEDIRI 2023/2024, Skripsi, FKIP UN PGRI Kediri, 2024.
Keyword: roleplay, speaking skill

Speaking is an interactive process used to produce words and express meaning. Through speaking, we can receive new information and convey our ideas to others. Speaking is not only about language and communication; it also allows individuals to express their opinions and ideas in a way that others can understand. Speaking is crucial in education because students need to master speaking skills to be proficient in English. However, students often face several challenges in learning to speak, including difficulties with vocabulary, pronunciation, grammar, and fluency. To address these issues, it is important for teachers to use effective methods for teaching speaking skills. One suggested method is roleplay, which can enhance students' speaking abilities. This study aims to determine the effect of roleplay on students' speaking skills. The research problems are (1) How is students' speaking before being taught using roleplay method to eleventh grade students of SMAN 6 Kediri in academic year 2023/2024?, (2) How is students' speaking after being taught using roleplay method to eleventh grade students' of SMAN 6 Kediri in academic year 2023/2024?, (3) How the students' behaviour when roleplay used in speaking class to the eleventh grade students' of SMAN 6 Kediri in the academic year 2023/2024?

This study employs a pre-experimental design with a quantitative approach to assess students' speaking abilities. Data collection techniques included a pre-test conducted before the treatment and a post-test conducted after the treatment. The data obtained were analyzed using statistical formulas, specifically the t-test. The population in this study consists of eleventh-grade students from SMAN 6 Kediri, totaling 25 students with equivalent speaking skills. Data analysis involved conducting a t-test using SPSS version 23.

Data collection for the research was conducted in May 2024. The obtained data were analyzed using SPSS version 23, employing a paired sample t-test to determine if there was any significant effect on students' speaking skills after using roleplay. The results showed that the post-test scores were higher than the pre-test scores. The average pre-test score was 57.75, with a standard deviation of 9.92, while the mean post-test score was 85, with a standard deviation of 10.20. Each test included 25 participants in total (N). The correlation between students' speaking skills before and after being taught using roleplay was 0.729, with a significance level of 0.000. This indicates that roleplay had a significant positive effect on the speaking skills of eleventh-grade students at SMAN 6 Kediri.

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The writer realized that this thesis still has many shortcomings, so it is expected that criticisms and suggestions from various parties are expected.

Kediri, July 11th, 2024



Yohana Octaviana

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TABLE OF CONTENTS

COVER.....	i
APPROVAL PAGE	ii
APPROVAL SHEET	iii
STATEMENT LETTER.....	iv
MOTTO AND DEDICATION	v
ABSTRACT.....	vi
ACKNOWLEDGEMENTS	vii
TABLE OF CONTENTS.....	viii
LIST OF TABLE.....	x
LIST OF DIAGRAM.....	xi
LIST OF APPENDICES.....	xii
CHAPTER I	14
INTRODUCTION	14
A. Background of The Problem	14
B. Identification of The Problem	17
C. Limitation of the Problem	18
D. Formulation of The Problem.....	19
E. Purpose of The Research.....	19
F. Significance of The Research.....	20
G. Definition of Key term.....	21
CHAPTER II.....	Error! Bookmark not defined.
REVIEW OF RELATED LITERATURE AND HYPOTHESIS	Error! Bookmark not defined.
A. Literature Review	Error! Bookmark not defined.
B. Previous Study	Error! Bookmark not defined.
C. Rationale	Error! Bookmark not defined.
D. Hypothesis.....	Error! Bookmark not defined.

CHAPTER III	Error! Bookmark not defined.
RESEARCH METHOD	Error! Bookmark not defined.
A. Variable of the Research	Error! Bookmark not defined.
B. Research Design.....	Error! Bookmark not defined.
C. Place and time of the Research	Error! Bookmark not defined.
D. Population and sample	Error! Bookmark not defined.
E. Instruments.....	Error! Bookmark not defined.
F. Technique of Collecting Data	Error! Bookmark not defined.
G. Technique of Analyzing Data	Error! Bookmark not defined.
CHAPTER IV	Error! Bookmark not defined.
RESEARCH FINDING AND DISCUSSION	Error! Bookmark not defined.
A. Research Finding.....	Error! Bookmark not defined.
B. The Data Analysis	Error! Bookmark not defined.
C. Testing of Hypothesis	Error! Bookmark not defined.
D. Discussion	Error! Bookmark not defined.
CHAPTER V.....	Error! Bookmark not defined.
CONCLUSION, IMPLICATION, AND SUGGESTION	Error! Bookmark not defined.
A. Conclusions	Error! Bookmark not defined.
B. Implication	Error! Bookmark not defined.
C. Suggestion	Error! Bookmark not defined.
BIBLIOGRAPHY.....	Error! Bookmark not defined.
APPENDICES.....	80

LIST OF TABLES

Table	Page
3.1 : Time Schedule of the Research.....	38
4.1 : Paired Sample Statistics	57
4.2 : Paired Sample Correlations.....	61
4.3 : Paired Sample Test.....	62
4.4 : T-Test based on Significant 1% and 5%.....	63

LIST OF DIAGRAMS

Diagram	Page
4.1 : Students Pre-test Score.....	47
4.2 : Students Post-test Score	56
4.3 : Pretest and Posttest Result	60
4.4 : Questionnaire Indicators	63

LIST OF APPENDICES

Appendix	Page
1 : Questionnaire	80
2 : Pretest and Posttest Instruction	82
3 : Teaching Module	84
4 : Scoring Rubric.....	92
5 : Student Worksheet	93
6 : Students' Pretest and Posttest Result	95
7 : Questionnaire Result.....	97
8 : Documentation	99
9 : Letter of Research Permission	100
10 : Letter of Having Conducted Research	101
11 : Plagiarism Free Certificate.....	103
12 : The Thesis Guidance Card.....	104

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 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 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 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 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).

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