

**THE EFFECT OF USING ROLE-PLAY METHOD ON  
STUDENTS' SPEAKING SKILLS IN THE TENTH GRADE OF  
SMA PEMBANGUNAN LABORATORIUM UNP**

**THESIS**

*Submitted as Partial Fulfillment of the Requirements to Obtain Bachelor Degree  
(B. Ed) in English Language Education Program*



**By:**

**FARISYAH SAFITRI  
NIM.19018081**

**Thesis Advisor:  
Carbiriena Solusia, S.Pd, M.Pd  
NIDN.0024059001**

**ENGLISH LANGUAGE AND LITERATURE DEPARTMENT  
FACULTY OF LANGUAGE AND ART  
UNIVERSITAS NEGERI PADANG  
2023**



## HALAMAN PERSETUJUAN SKRIPSI

Judul : The Effect of Using Role-Play Method on Students'  
Speaking Skill in the Tenth-Grade of SMA Pembangunan  
Laboratorium UNP

Nama : Farisyah Safitri

NIM : 19018081

Program Studi : Pendidikan Bahasa Inggris

Departemen : Bahasa dan Sastra Inggris

Fakultas : Bahasa dan Seni

Padang, Februari 2023

Disetujui Oleh  
Dosen Pembimbing



**Carbiriena Solusia, M.Pd.**  
NIDN.0024059001

Mengetahui,  
Ketua Jurusan Bahasa dan Sastra Inggris



**Desvalini Anwar, S.S., M.Hum., Ph.D**  
NIP. 19710525 199802 2 002



## HALAMAN PENGESAHAN

Dinyatakan lulus setelah dipertahankan di depan Tim Penguji Skripsi  
Program Studi Pendidikan Bahasa Inggris Jurusan Bahasa dan Sastra Inggris  
Fakultas Bahasa dan Seni Universitas Negeri Padang  
dengan judul

### **The Effect of Using Role-Play Method on Students' Speaking Skill in the Tenth Grade of SMA Pembangunan Laboratorium UNP**

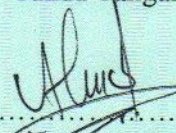
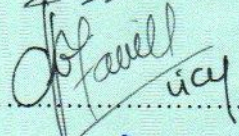

Nama : Farisyah Safitri  
NIM : 19018081  
Program Studi : Pendidikan Bahasa Inggris  
Departemen : Bahasa dan Sastra Inggris  
Fakultas : Bahasa dan Seni

Padang, Februari 2023

#### Tim Penguji

1. Ketua : Nora Fudhla, M.Pd
2. Anggota : Dinovia Fannil Kher, M.Pd.
3. Anggota : Carbiriena Solusia, M.Pd.

#### Tanda Tangan

  
.....  
  
.....  
  
.....





**UNIVERSITAS NEGERI PADANG**  
**FAKULTAS BAHASA DAN SENI**  
**JURUSAN BAHASA DAN SASTRA INGGRIS**

Jl. Belibis, Air Tawar Barat, Kampus Selatan FBS UNP, Padang, Tel/Tax: (0751)-447347

---

---

**SURAT PERNYATAAN TIDAK PLAGIAT**

Saya yang bertanda tangan di bawah ini:

Nama : Farisyah Safitri  
NIM/TM : 19018081/2019  
Program Studi : Pendidikan Bahasa Inggris  
Jurusan : Bahasa dan Sastra Inggris  
Fakultas : Bahasa dan Seni

Dengan ini menyatakan, bahwa Tugas Akhir saya dengan judul *The Effect of Using Role-Play Method on Students' Speaking Skills in the Tenth Grade of SMA Pembangunan Laboratorium UNP* adalah benar merupakan hasil karya saya dan bukan merupakan plagiat dari karya orang lain. Apabila suatu saat terbukti saya melakukan plagiat maka saya bersedia diproses dan menerima sanksi akademis maupun hukum sesuai dengan hukum dan ketentuan yang berlaku, baik di institusi Universitas Negeri Padang maupun masyarakat dan negara.

Demikianlah pernyataan ini saya buat dengan penuh kesadaran dan rasa tanggung jawab sebagai anggota masyarakat ilmiah.

Diketahui Oleh,  
Ketua Jurusan Bahasa dan Sastra Inggris

**Desvalini Anwar, S.S., M.Hum., Ph.D**  
**NIP 19710525 199802 2002**

Saya yang menyatakan,



**Farisyah Safitri**  
**19018081/2019**

**Farisyah Safitri. (2023). The Effect of Using Role-Play Method on Students' Speaking Skills in the Tenth-Grade of SMA Pembangunan Laboratorium UNP.**

**ABSTRACT**

Many students still struggle to adapt and lack the confidence to speak English at school. This study identified whether utilizing role-play to teach English enhances students' English speaking skills and whether the tenth-grade students of SMA Pembangunan Laboratorium UNP who were taught using the role-play method differed from those who were not. Purposive sampling was used in this study on the tenth-grade students in SMA Pembangunan Laboratorium UNP in the academic year 2022/2023. 30 X.E and 30 X.D students were sampled. This is Experimental research using semi-scripted role-play and a quantitative approach. In 8 Experimental Class meetings, the researcher implemented the role-play method. The researcher used t-test to evaluate the data after the treatment.  $8,062 > 2,045$  indicated  $t_{\text{observation}} > t_{\text{table}}$ . The experimental group's 2-tailed significance value was .000. The null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted which states that the role-play method effectively improves the students' English Speaking skills. The second hypothesis data shows  $t_{\text{observation}} > t_{\text{table}}$ , with a ratio of  $7,284 > 2,001$  and a 2-tailed significance value of 0.000. so, the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted, so there is a significant difference between the tenth-grade students' speaking skills with those who were taught using the role-play method and those who were taught without using the role-play method in SMA Pembangunan Laboratorium UNP.

**Keywords:** Experimental research, improving speaking skill method, Role-play, Speaking.

**Farisyah Safitri. (2023). Efek dari Penggunaan Metode Role-Play pada Kemampuan Berbicara Siswa di Kelas Sepuluh SMA Pembangunan Laboratorium UNP.**

**ABSTRAK**

Banyak siswa masih kesulitan untuk beradaptasi dan kurang percaya diri untuk berbicara dalam bahasa Inggris di sekolah. Penelitian ini mengidentifikasi apakah penggunaan role-play dalam pengajaran bahasa Inggris dapat meningkatkan kemampuan berbicara bahasa Inggris siswa dan apakah siswa kelas sepuluh SMA Pembangunan Laboratorium UNP yang diajar dengan menggunakan metode role-play berbeda dengan siswa yang tidak diajar dengan menggunakan metode role-play. Purposive sampling digunakan dalam penelitian ini pada siswa kelas sepuluh di SMA Pembangunan Laboratorium UNP pada tahun ajaran 2022/2023. Sebanyak 30 siswa kelas X.E dan 30 siswa kelas X.D dijadikan sampel. Penelitian ini merupakan penelitian Eksperimen dengan menggunakan semi-scripted role-play dan pendekatan kuantitatif. Dalam 8 kali pertemuan di kelas eksperimen, peneliti menerapkan metode role-play. Peneliti menggunakan t-test untuk mengevaluasi data setelah perlakuan.  $8,062 > 2,045$  menunjukkan  $t_{hitung} > t_{tabel}$ . Nilai signifikansi 2-tailed kelompok eksperimen adalah .000. Hipotesis nol ( $H_0$ ) ditolak dan hipotesis alternatif ( $H_a$ ) diterima yang menyatakan bahwa metode bermain peran secara efektif meningkatkan kemampuan berbahasa Inggris siswa. Data hipotesis kedua menunjukkan  $t_{hitung} > t_{tabel}$ , dengan perbandingan  $7.284 > 2.001$  dan nilai signifikansi 2-tailed sebesar 0.000. Jadi, hipotesis nol ( $H_0$ ) ditolak dan hipotesis alternatif ( $H_a$ ) diterima, sehingga ada perbedaan yang signifikan antara keterampilan berbicara siswa kelas sepuluh yang diajar dengan menggunakan metode role-play dan yang diajar tanpa menggunakan metode role-play di SMA Pembangunan Laboratorium UNP.

**Keywords: Berbicara, Metode untuk meningkatkan kemampuan berbicara, Penelitian Eksperimental, Role-play, Penelitian Eksperimental**

## ACKNOWLEDGEMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

*In the name of Allah, the Beneficent, the Merciful.*

*Alhamdulillah rabil 'alamin*, the researcher expresses her deepest appreciation to Allah subhanahu wa 'alaa for the blessings, love, opportunities, health, and mercy that enabled her to accomplish this undergraduate thesis. This undergraduate thesis entitled "The Effect of Using Role-Play Method on Students' Speaking Skills in the Tenth Grade of SMA Pembangunan Laboratorium UNP" is submitted as the last requirement for completion of the English Education Program undergraduate degree at Universitas Negeri Padang. Numerous individuals encouraged, advised, and supported the researcher throughout the completion of this thesis. In this unique opportunity, the researcher wished to express her gratitude and appreciation to everyone:

1. Prof. Drs. H. Ganefri, M. Pd., Ph. D. as the Rector of Universitas Negeri Padang;
2. Dr. Refnaldi, S.Pd., M.Litt. as the Vice Rector of Universitas Negeri Padang and Academic advisor who has given invaluable help and insightful suggestion and always be patient in supporting the researcher during college;
3. To the best support system, thesis advisor, Ms. Carbiriena Solusia, S.Pd., M.Pd., this thesis would not have been possible without her help and dedication by giving suggestions, guidance, and correction until the completion of this thesis;
4. Ms. Ririn Ovilia, S. Pd., M. Pd as the validator of the researcher's instrument in this research
5. Desvalini Anwar, S.S., M.Hum., Ph.D as the Head of English Department Universitas Negeri Padang;
6. Dr. Yuli Tiarina, S. Pd, M.Pd as the Head of English Education Study Program Universitas Negeri Padang;
7. The researcher's greatest appreciation also goes to Ms. Nora Fudhla, M.Pd. and Ms. Dinovia Fannil Kher, M.Pd. as the examiners of this thesis, massive thank you for advice, supervision, and crucial contribution to the improvement of the result of this undergraduate thesis; and,
8. Drs. Yofrizal, M.Pd. as the headmaster of SMA Pembangunan Laboratorium UNP, has given the researcher permission to conduct the research at SMA Pembangunan Laboratorium UNP; and,
9. Guswita, S.Pd., SMA Pembangunan Laboratorium UNP's English teacher, has permitted the researcher to conduct the research in her class; and
10. Depi Kurniati, M.Pd. the lecturer of Politeknik Negeri Sriwijaya as the rater of this research.

The researcher's most profound appreciation to *Ibu and Bapak* for the unending love, encouragement, and prayer evrytime. Adelia Dwi Putri and Indira Aprilia, my dearest sisters, are always concerned with my well-being, and for that, I am eternally grateful. Thank you for being in my life, even though your constant texting serves only to annoy me and motivate me to get my project done as

quickly as possible. My cousins Dhevi Mulyanda and Ulfi Rama Tiara Putri have been tremendously encouraging and helpful; they have constantly nagged me about my devotion to Allah SWT.

I am extremely fortunate to have some close pals that are always there for me. The first acknowledgment goes to Fonnalita, who often asked me when I would return to my hometown and was a good listener for every problem I encountered, especially when I had to revise this thesis and start over and over again; thank you, because of you, I come back stronger.

Thank you so much for supporting and listening to me, Muharisa Aprina Syari, who always checks on my daily life to ensure that I am healthy, happy, and doing well. I know that you are a workaholic, but then you always have time for me; now I know the real meaning of priority.

I would also like to thank my best friends Cici Putri Ayati, Annisa Fil Ilmi, Putri Hamidah, Ade Rinaldi, Azizah Saswandila, Febrianka Deriza, and Fatma, who encouraged me to complete this thesis and assisted me with my research. Thank you for always being willing to help me, I know that I am nothing without you all.

Last but not least I want to thank me for believing in me, doing all this hard work, having no days off, and never quitting on everything in my life.

Lastly, I would like to thank everyone who contributed to the accomplishment of this undergraduate thesis. This undergraduate thesis could be improved, but it is anticipated that the researcher and the audience would find it helpful. Therefore, constructive, well-considered recommendations and criticisms are appreciated.

Padang, February 2023  
The Researcher

Farisyah Safitri  
NIM.19018081



## TABLE OF CONTENTS

|  |                                     |
|--|-------------------------------------|
| <b>HALAMAN PERSETUJUAN SKRIPSI.....</b>              | <b>Error! Bookmark not defined.</b> |
| <b>HALAMAN PENGESAHAN .....</b>                      | <b>Error! Bookmark not defined.</b> |
| <b>ABSTRACT .....</b>                                | <b>iii</b>                          |
| <b>ABSTRAK .....</b>                                 | <b>iv</b>                           |
| <b>ACKNOWLEDGEMENTS.....</b>                         | <b>v</b>                            |
| <b>TABLE OF CONTENTS.....</b>                        | <b>vii</b>                          |
| <b>LIST OF TABLE.....</b>                            | <b>ix</b>                           |
| <b>LIST OF FIGURES .....</b>                         | <b>x</b>                            |
| <b>APPENDIX .....</b>                                | <b>xi</b>                           |
| <b>CHAPTER I INTRODUCTION.....</b>                   | <b>1</b>                            |
| A. Background.....                                   | 1                                   |
| B. Identification of The Problem.....                | 7                                   |
| C. Limitation of The Problem .....                   | 7                                   |
| D. Research Question .....                           | 7                                   |
| E. Purpose of The Research .....                     | 8                                   |
| F. Significances of Research.....                    | 8                                   |
| G. Definition of Key Term .....                      | 9                                   |
| <b>CHAPTER II REVIEW OF RELATED LITERATURE .....</b> | <b>10</b>                           |
| A. Review of Related Theories .....                  | 10                                  |
| B. Related Previous Study.....                       | 26                                  |
| C. Conceptual Framework.....                         | 28                                  |
| D. Research Hypothesis.....                          | 29                                  |
| <b>CHAPTER III RESEARCH METHODOLOGY .....</b>        | <b>30</b>                           |
| A. Research Design .....                             | 30                                  |
| B. Population and Sample .....                       | 31                                  |
| C. Instrumentation.....                              | 33                                  |
| D. Technique of Data Collection .....                | 35                                  |
| E. Technique of Data Analysis .....                  | 37                                  |

|  |    |
|--|----|
| <b>CHAPTER IV FINDING AND DISCUSSION</b> .....   | 41 |
| A. Data Description .....                        | 41 |
| B. Data Analysis and Findings .....              | 44 |
| C. Discussion.....                               | 48 |
| <b>CHAPTER V CONCLUSION AND SUGGESTION</b> ..... | 50 |
| A. Conclusion .....                              | 50 |
| B. Suggestion .....                              | 51 |
| <b>REFERENCES</b> .....                          | 53 |



## LIST OF TABLE

|  |    |
|--|----|
| Table 1. The population of the Research .....                                | 32 |
| Table 2. Tables of Scoring the Test .....                                    | 34 |
| Table 3. The Correlation between Two raters.....                             | 38 |
| Table 4. The Result of the Normality Test.....                               | 38 |
| Table 5. The Result of Homogeneity Test .....                                | 39 |
| Table 6. Distribution Table of Overall Score in the Experimental Group ..... | 41 |
| Table 7. Distribution Table of Overall Score in the Control Group .....      | 42 |
| Table 8. The Paired t-test Analysis Result .....                             | 44 |
| Table 9. Independent Sample t-test Analysis Result.....                      | 46 |

## LIST OF FIGURES

|  |    |
|--|----|
| Figure 1. Conceptual Framework.....                            | 28 |
| Figure 2. Nonequivalent Control Group Design .....             | 31 |
| Figure 3. Mean Score of Pre-test and Post-test both Group..... | 44 |



## APPENDIX

|                   |     |
|-------------------|-----|
| APPENDIX 1 .....  | 57  |
| APPENDIX 2 .....  | 59  |
| APPENDIX 3 .....  | 63  |
| APPENDIX 4 .....  | 71  |
| APPENDIX 5 .....  | 73  |
| APPENDIX 6 .....  | 81  |
| APPENDIX 7 .....  | 82  |
| APPENDIX 8 .....  | 91  |
| APPENDIX 9 .....  | 94  |
| APPENDIX 10 ..... | 96  |
| APPENDIX 11 ..... | 99  |
| APPENDIX 12 ..... | 116 |
| APPENDIX 13 ..... | 119 |
| APPENDIX 14 ..... | 121 |
| APPENDIX 15 ..... | 122 |
| APPENDIX 16 ..... | 123 |
| APPENDIX 17 ..... | 124 |

# CHAPTER I

## INTRODUCTION

### **A. Background**

English Speaking skill is one of the most needed skills to communicate and it has become part of our daily activities. English speaking skills are not only used from the academic perspective but it is also needed for applying for a job that requires English language skills, at least in terms of writing and speaking skills. English speaking skill also helps us to speak effectively to others, and it makes us increase persuading skill, negotiation skill, and self-confidence. However, Each skill is hard to master because speaking is an activity someone uses to communicate with others. There are also pronunciation aspects, and finding an effective method to increase students' English-speaking skill is problematic. Formadon (2017) says that speaking is the most complex skill for students, based on the aspects of language like verbal, nonverbal, and functional described.

There are still many students who need help communicating in English at school. According to Nadzirotunnuha (2017), there are a lot of different things that could be causing students to have trouble speaking English. They require an increase in self-assurance regarding their capacity to communicate in English. They are nervous about making a blunder whenever they use the English language. According to Zhang (2009), speaking is a difficult skill for students to master, and students are unable to communicate orally in English. He also states that students need help to communicate orally in other languages. Aside from that, the studnets' command of the vocabulary could be improved, but other than that,



they think there is nothing else to say. Students who require speaking skills but lack them report feeling embarrassed and at a loss for words in situations requiring interaction through speech.

According to Richards (2008), students also have difficulties presenting a positive image of themselves and avoid circumstances that require them to do so. Students who require these skills but lack them report feeling embarrassed and at a loss for words in situations requiring interaction through speech. They have difficulties presenting a positive image of themselves and avoid circumstances that require them to do so. This can be a disadvantage for learners for whom the ability to use discourse in conversation is essential. This can be a disadvantage for learners for whom the skill to use discourse in conversation is essential.

Based on the problems that were described earlier, the most significant issue that students face when speaking difficulties in English is a lack of confidence on the part of students to speak. In order to combat this issue, teachers need to be able to devise a method that makes students interested in learning how to speak and enables students to master speaking skills in English without the need for students to be afraid of making mistakes. The strategy must be able to assist pupils in developing their self-assurance when speaking as well as assist them in becoming accustomed to speaking in English without the need for them to feel as though they are being judged by anyone.

It is essential to incorporate an effective strategy into the overall learning process in the classroom if one wishes to see improvement in students' English speaking skills. The researcher suggests that one of the methods that are able to

improve students' performance in speaking skills is the role-play method. This recommendation is based on the findings that were presented above. The students are able to have time to practice and prepare for their performance when the method of role-playing is used. Additionally, the students develop the habit of speaking English as a result of this practice. Stern (2001), the association between self-esteem and the ability to orally generate a second language appears to be predictive. This indicates that a rise in specific self-esteem may improve the speech proficiency of language learners. Additionally, role-playing could assist pupils develop self-confidence. Thus, role-play boosts self-confidence by proving to L2 learners that they are capable of expressing themselves in authentic communicative settings.

Utilizing the role-play method is one strategy to improve English language proficiency. According to Altun (2015), role-playing allows students to practice with real-life experiences and asks them to act under specific circumstances. The lessons are stress-free because they use persuasive language and only interact with friends, so the students have more confidence to express themselves during their studies. Role-play methods can increase speaking skill in linguistic communication, paralinguistic elements, and nonverbal components.

Additionally, role-play is a prominent instructional practice in communicative language instruction. Within the limits imposed by the standards, it allows pupils to be somewhat inventive with their linguistic input. Samsibar and Naro (2018) find out that role plays are a method that allows students to speak English in a conversational situation. In addition to fostering confidence and

fluency, assessing progress, and putting learning into practice, role play can boost self-assurance and fluency. Subagiyo (2013) states that role-play can give potential players sensitivity toward the spontaneous external stimulus. For example, when the teacher uses the role-play method during the process of learning, the students will learn how to speak, behave and socialize. This method will help students adapt to speaking and make them accustomed to speaking in English.

The role-play method can be applied using three forms of role-play: non-scripted role-play, semi-scripted role-plays, and fully scripted role-plays. (Neupane, 2019). Non-scripted role-play is a method that can help students build their creativity and thought. In this method, students establish mini conversations on their language level and then play the role on the stage. The second one is a semi-scripted method; this type of method can be applied when the teacher selects the theme of the conversation in the book and gives an example of the conversation or script to be presented but the students will change the conversation with their creativity.

In the fully scripted role-play method, students will only engage in activities requiring them to memorize dialogue, as it has been explained that when using fully scripted role-play, students will be given full dialogue from a story; this will cause students to only remember the dialogue script, whereas in the actual speaking activities, we are conditioned in terms of becoming accustomed to speaking English, not remembering English words. In completely scripted role-play, students will become accustomed to memorization and focus on memory. In



addition, the use of non-scripted role-play requires students to have intermediate to advance level speaking skills, but according to the observations of researcher, students at the SMA Pembangunan Laboratorium UNP still have intermediate English skills. So that, the semi-scripted role-play method is suitable for adjusting student abilities and addressing existing problems.

In this research, the researcher implemented the semi-scripted role-play method because in the semi-scripted role-play method, they will be given a story to help them understand the flow of the story, and then they will be given the opportunity to make small notes about what they will do on stage. These notes can be in the form of short dialogues describing what will be displayed according to the division of each student's character. This strategy enables students to concentrate more on developing the confidence and habits necessary to speak English since, even if they do not create a whole script, it helps them remember the events or flow of the story. With the aid of short notes produced during practice, people can also eliminate their concern of making mistakes on stage by simply consulting their notes. In conclusion, the researcher used the semi scripted role-play method which is related to the problem of this study

Some studies have already proven that the role-play method effectively increases students' speaking skills in Secondary school. For example, Matanari (2022), entitled "Improving Students' Speaking Skill by Using Role Play Strategy in Virtual Class in SMP Negeri 2 Sumbul," shows that classroom activities can improve speaking skills using strategies such as discussion and role-play. There is also the study by Krebt (2017), entitled "The Effectiveness of Role Play

Techniques in Teaching Speaking for EFL College Students” this study has shown that students in the experimental group at the University of Baghdad have improved their speaking skills after using role-play method in the class. Another reason based on student reaction is that most students find the role-play method enjoyable enough to be applied in the classroom. Another study by Lutfi et al. (2018), entitled “The Effectiveness of Simulation and Role-Play in Teaching Speaking for Students with Different Levels of Motivation” states that the role-play method is effective in teaching speaking, and the improvement is much different. However, the research above applied to secondary school and university students, so the researcher tried to determine the effectiveness of using the role-play method in Senior high school to discover new facts about using the role-play method in the learning process.

After doing the observations by interviewing English teachers and students in SMA Pembangunan, the researcher finds that students in SMA Pembangunan still need to improve their speaking skills significantly. Therefore, the researcher offers the role-play method to help students improve their English-speaking skills. Role-play is essential in language instruction because it allows students to practice communicating in a variety of social circumstances and roles. It also encourages pupils to be imaginative and put themselves in the shoes of another person for a bit. Role-playing is deemed appropriate for professional courses that emphasize direct profession-related instruction. Students are active and passive learners because of the various activities that go into the learning process. In this case, the researcher proposes a study by using the semi-scripted role-play method in SMA

Pembangunan Laboratorium UNP. This research needs to be carried out to determine whether or not it is effective in improving students' skill to speak English. Based on the previous research listed above, the findings of the study are adequate to overcome several challenges students face when speaking English.

### **B. Identification of The Problem**

Based on the background stated above, the researcher identified that the tenth-grade students at SMA Pembangunan Laboratorium UNP still had difficulty speaking English. As a result of a lack of self-confidence to connect with those around them, it was difficult for students to adapt and speak less. The researcher would implement the role-play to address the aforementioned challenges. By employing the role-play method, students will have the opportunity to speak English and practice through the roles and situation, allowing them to build self-confidence and become accustomed to speaking English in the classroom.

### **C. Limitation of The Problem**

Based on the identification above, the problem of the study was focused on identifying the effectiveness of using role-play in improving students' confidence in speaking English in the tenth grade of SMA Pembangunan Laboratorium UNP.

### **D. Research Question**

Based on the background described above, the problems in this study could be formulated as follows:



1. Does the role-play method in teaching English effectively improve the students' English Speaking skills in the tenth-grade students at SMA Pembangunan Laboratorium UNP?
2. Is there any significant difference between the tenth-grade students of SMA Pembangunan Laboratorium UNP in improving speaking skill between those who are taught by using the role-play method and those who are taught without using the role-play method?

#### **E. Purpose of The Research**

There were two objectives that the writer wanted to achieve, based on the background of this research, they are:

1. To identify whether using role-play in teaching English effectively improves the students' English Speaking skill in the tenth-grade students of SMA Pembangunan Laboratorium UNP.
2. To analyze the significant difference between the tenth-grade students of SMA Pembangunan Laboratorium UNP in improving speaking skill between those who are taught by using the role-play method and those who are taught without using the role-play method.

#### **F. Significances of Research**

This research can contribute to the readers to enrich their knowledge about the application of the role-play method in English Speaking skill, especially the use of semi-scripted role-play. As has been done before, the method used was the full-scripted method, while in this study, it was used as a semi-scripted method.

This research was also conducted to solve problems in students' self-confidence in speaking English which is undoubtedly different from previous studies that identified role-play as a method to improve vocabulary in students' English language.

## **G. Definition of Key Term**

### **1. Role-Play Method**

Role-play is a structured experience that is a conscious attempt to explore the different roles in real life. It allows learners to perform problems related to relationships and human interactions in front of a group of fellow learners and facilitators, for example, in English speaking lessons.

### **2. Speaking Skill**

One of English Proficiency has accuracy and fluency. They consist of vocabulary, grammar, and pronunciation.