

**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*



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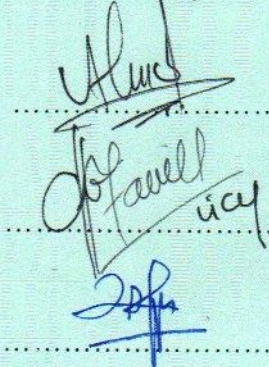
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ABSTRACT

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.

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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

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TABLE OF CONTENTS

HALAMAN PERSETUJUAN SKRIPSI.....	Error! Bookmark not defined.
HALAMAN PENGESAHAN	Error! Bookmark not defined.
ABSTRACT	iii
ABSTRAK	iv
ACKNOWLEDGEMENTS.....	v
TABLE OF CONTENTS.....	vii
LIST OF TABLE.....	ix
LIST OF FIGURES	x
APPENDIX	xi
CHAPTER I INTRODUCTION.....	1
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
CHAPTER II REVIEW OF RELATED LITERATURE	10
A. Review of Related Theories	10
B. Related Previous Study.....	26
C. Conceptual Framework.....	28
D. Research Hypothesis.....	29
CHAPTER III RESEARCH METHODOLOGY	30
A. Research Design	30
B. Population and Sample	31
C. Instrumentation.....	33
D. Technique of Data Collection	35
E. Technique of Data Analysis	37

CHAPTER IV FINDING AND DISCUSSION	41
A. Data Description	41
B. Data Analysis and Findings	44
C. Discussion.....	48
CHAPTER V CONCLUSION AND SUGGESTION	50
A. Conclusion	50
B. Suggestion	51
REFERENCES	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.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

One of the difficulties in English Speaking is mostly caused by students' lack of confidence. An effective strategy must be used in the classroom to improve pupils' English speaking skills. The researcher used role-play to improve pupils' speaking skills. This activity helps students speak English. Role-play may also boost pupil confidence. Thus, role-play boosts confidence by showing students how to communicate in real life. As the result conducted in paired sample t-test, the alternative hypothesis (H_a) is accepted that the role-play method improves the students English-speaking skills in the tenth grade of SMA Pembangunan Laboratorium UNP'. The ratio $8,062 > 2,045$ indicated $t_{\text{observation}} > t_{\text{table}}$. Experimental group significance with 2-tailed was 0.000. An independent sample t-test was performed to compare the experimental group students who taught utilizing role-play to the control group students who did not. Data showed that $t_{\text{observation}} > t_{\text{table}}$ with a ratio of $7,284 > 2,001$ and a 2-tailed significance value of 0.000. the alternative hypothesis (H_a) is accepted that tenth-grade students n SMA Pembangunan Laboratorium UNP who were taught using the role-play method had better skill progress than those who were not. It can be concluded that the role-play method is an effective method for improving students' speaking skills in the classroom.

B. Suggestion

Based on the data and the conclusions above, there are some suggestions for the teachers, students, and other researchers as follows:

1. For the Teachers

- a. In order to improve the students' skills, teachers need to be able to select appropriate instructional strategies. For example, abilities in public speaking use the method of role-play so that students can express themselves and talk more freely without feeling fearful or lacking in self-confidence.
- b. When working on a project with students in class or as homework, teachers should pay attention to the time restriction set and agree with the student regarding the time limit for working on the project.
- c. Pick a subject for the study that appeals to the students' passions and that they can easily relate to their own lives. When using special role-play, teachers might look for stories children can comprehend and apply those stories in the classroom.

2. For the Students

- a. The students should be brave to ask the teacher when they find difficulties or obstacles in class
- b. The students are hoped to be brave to speak out when they speak English in class, students should be able to give comment or feedback to other students' performance.
- c. The students should not give up before they try and learn more about the lesson.

3. For other Researchers

- a. It is necessary to add a companion method that must be sought to be combined with the role-play method in increasing the capacity of students' speaking skills.
- b. It is necessary to add time variables in measuring the understanding of role-play schemes to find out how high the absorption rate of students is in understanding the teaching given.
- c. To conduct research using role-play method, researchers must choose participants who have basic English skills and good understanding.

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