THE EFFECT OF ROLEPLAY METHODS TOWARD STUDENTS' SPEAKING SKILLS IN GRADE XI SENIOR HIGH SCHOOL NUMBER 9 JAMBI CITY

A THESIS

Submitted in as Partial Fulfillment of the Requirements for Degree of Sarjana Pendidikan in English Education

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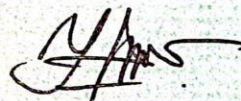
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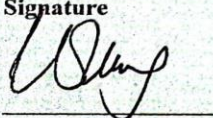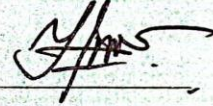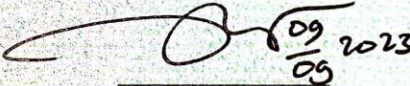| Dean of Faculty of Teacher Training and Education	Head of English Language Education Study Program
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i

LETTER OF RATIFICATION

This thesis entitled "The Effect of Role Play Methods Toward Students' Speaking Skills in Grade XI Senior High School Number 9 Jambi City" has been defended before the examiners of English Education Study Program, Faculty of Teacher Training and Education, University of Batanghari Jambi, on August 2023.

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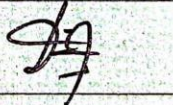Dr. H. Abdoel Gafar, M.Pd

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ii

DECLARATION

I honestly declare, this research entitled "The Effect of Role Play Methods Toward Students' Speaking Skills in Grade XI Senior High School Number 9 Jambi City" is my own work. I am completely aware that I have taken some statements as well as theories from several expert and journals, however they are properly acknowledged in the text.

Jambi, August 2023

The Researcher,

Syarah Sicilia Amari

NIM: 1900888203015

iii

MOTTO

"it's not always easy, But that's life.

Be strong, because there are better days ahead."

-Mark Lee

"if you can't control what's happening to you,

You can control how you respond to it. That's your power is"

DEDICATION

My gratitude goes to Allah SWT for the blessings given to me to accomplish this thesis, here I show my gratitude to my loved one.

I first dedicate this thesis to my mama, who always supports and prays for me so that I can finish this thesis. Mama, please always be healthy. I love you. Then this thesis is also dedicated to my late father who always supported me, and always gave his warm hugs. Papa, if you can see this, you will be proud of me right? I love you and always miss you. Pa, I hope you are happy in Allah's Heaven, Aamiin!

Secondly, many thanks to Kak Sonia, Kak Asi and Bang Nofry who always support me from the beginning to the end of this thesis, who are always there when I need something to buy, this is a joke, but thank you and I really love you guys, don't forget to always be healthy, happy and make a lots of money.

I also dedicate this thesis to my classmates girls, Niken, Annisha, Windi, Fenny, Dara, and Riska. Thank you for giving me a lot of laughs and always wanting to be bothered, sorry if I'm wrong, but I know there won't be any, I'm just kidding, love you guys. Hopefully we can all get a good job. Aamiin!

Last, this is a special thanks to Rimeira, my best friend for 4 years. Thank you for giving me so much things, you are not only a friend but you have become a sister to me. Thank you for wanting to be friends with me I hope we will make more beautiful memories in the future, always healthy and happy. Love you Mei.

ABSTRACT

Amari, S. Sicilia. 2023. The Effect of Roleplay Methods toward Students' Speaking Skills in Grade XI in Senior High School Number 9 Jambi City. A thesis. English Language Education. Faculty of Teacher Training and Educational Sciences. University of Batanghari. The First Advisor: Dra. Hj. Wennyta, M.Pd. The Second Advisor: Dr. Yurni, SS, M.Si.

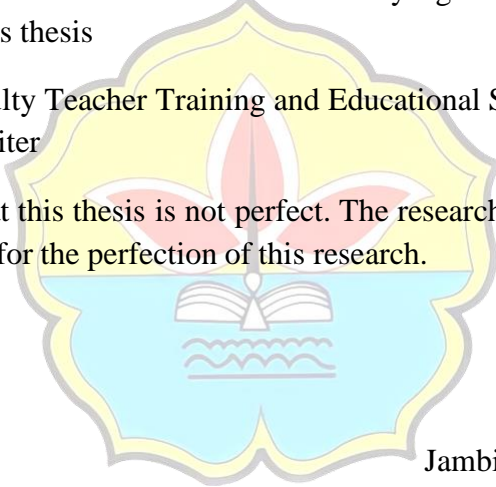**Keywords:** Roleplay, Speaking, Students' speaking skills

This Study aimed to find out whether or not there was any significant effect of roleplay method toward students' speaking skills in grade XI Senior High School Number 9 Jambi City. This research used quantitative research method with pre-experimental research design which implicated only experimental class. The total population of this research was the eleventh grade students of Senior High School Number 9 which consisted of 240 students. The samples of this research were chosen by using purposive sampling. The samples were only experimental class consisted of 36 students. The technique of data collection in this research was pre-test, treatment, and post-test. The data were analyzed by using t-test. The researcher found that the mean score of pre-test at experimental class was 6.89 and post-test was 8.8. the results of t-test analysis presented that t-test (-4.636) it shows that Ha is rejected and Ho is accepted. This shows that role-play method not affect students speaking skills because they have already told by another effective method.

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First I praises to Allah SWT and Prophet Muhammad SAW for the blessing given to the researcher to accomplish this thesis. This research would not be completed without guidance, advice, support and contribution from some people. Therefore, the writer would like to express her gratitude and appreciation to:

1. Prof. Dr. Herri, SE., MBA as the Rector of Batanghari University

2. Dr. H. Abdoel Gafar, S.Pd., M.Pd as the Dean of Faculty Teacher Training and Educational Sciences University of Batanghari

3. Dra. Hj. Wennyta, M.Pd as the first advisor who always give direction and advice in completing this thesis

4. Dr. Yurni, SS, M.Si as the second advisor who always gave a support, and guidance in complentig this thesis

5. All the lecturers of Faculty Teacher Training and Educational Sciences who have given knowledge to the writer

The researcher realizes that this thesis is not perfect. The researcher hopes critics and suggestions of the readers for the perfection of this research.
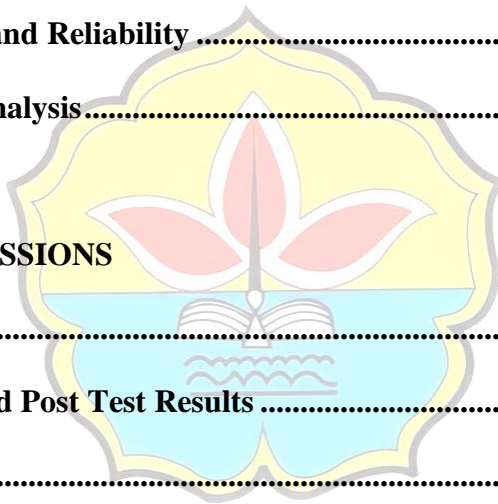
Jambi,   July 2023

Syarah Sicilia Amari

vii

Table of Contents

CHAPTER I

INTRODUCTION

CHAPTER II

REVIEW OF THE RELATED LITERATURE

LIST OF TABLES

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

1.1 Background of the Problem

In the scope of language learning people need to master the skill to speak. Because, in everyday life the skills to speak is very important. Therefore, it is one of the means of communication that everyone must apply, meanwhile not everyone can communicate by speaking. Many people are gifted with not being able to speak, but God gave them another way to keep talking even though it's not as normal as people who can talk. Hence speaking has a very broad meaning.

Chaney & Burk (1998) stated that speaking constructs and shares meaning through verbal and non-verbal cues in a variety of ways. Speaking is the transmission of language through the mouth. To speak, we use many parts of our body to produce sound, including our lungs, vocal tracts, vocal cords, tongue, teeth, and lips.

Five to seven hours a week are spent teaching English to students at school. The teachers typically employ a bilingual approach for their ease of comprehension because of their unfavorable toward English. The majority of students often use their mother language so that it sounds local. Local language interference can occasionally make students speaking skills in English classes less effective. In addition Jose & Dharma Raja (2011) claimed that language proficiency is not given much attention byteachers and that English is only taught to students as a subject, not as a skill.

According to Harmer (2007) there are three main reasons that students talk in the classroom. First, because speaking can provide opportunities to practice real-life speaking safely in the classroom. Second, speaking tasks where students try to use some or all of their language provide feedback to both the teacher and what language problems he has. Third, through speaking, students have opportunities to be active in the various language elements that they have stored in their brains.

A problem often encountered is that it is difficult to use a foreign language for the native language. Many students find it difficult to start speaking English because they don't have the right intonation and pronunciation, don't master vocabulary, teachers don't provide effective methods, and there are still many students who don't know what role play is and how to do it. Most students when they speak lack confidence, they are shy, and doubtful so it is difficult to get the right words to talk about, so this role playing method can overcome the problems that existwithin these students. There are also teachers who convey material to their students without first seeing whether the student is able to accept the material provided. such as using too much English in class, unfortunately many students do not understand what the teacher conveys, thus making them lazy to learn English.

There are many teaching methods that we can apply to students at school, one of which is the role play methods. According to Brown (2004) role play is a popular pedagogical activity in communicative language classes, within the limits defined in the manual, it frees students to be a little creative in their language production. In some versions, role play allows some time to practice the dramatic discussion for that

the students can map what they will say. From this statement, the teacher knows that the use of role-playing discussion helps their students to be more active and gives a good boost to their learning motivation integrated assessment. In the context of the classroom and daily activities based on the mother tongue without leaving the context of learning English. Also there are many advantages of role playing, namely students can practice their own abilities, and show their own confidence to stand in front of the class, students become creative, interactive and innovative, role playing also increases their sense of responsibility and trains good cooperation. Carol (1983) explain that A role-playing activity popular with foreign speakers writers and educators. They are vaguely labeled in the classroom as pretenders who play games the differences between drama, role-playing and are not clear and the researcher seems to use them as her own frame of reference.

Therefore, speaking skills are more effective if taught by one of the method, namely role playing and researcher are interested in this method because there are still many high school students who still don't understand and some are not interested in this method or their English speaking skills. So researcher want to provide this method so that students can understand the meaning of role play and understand the skill to speak correctly. This method can also make students distinguish various kindsof social roles with speaking skills.

Based on the explanation above, the researcher is interested in conducting a research entitled "THE EFFECT OF ROLEPLAY METHOD TOWARD

STUDENTS SPEAKING SKILL IN ELEVENTH GRADE OF SENIOR HIGH SCHOOL NUMBER 9 JAMBI CITY"

1.2 Identification of the Problem

The researcher attempts to formulate the difficulties as follows, based on the given description :

1. The Student do not understand to start speaking English.

2. students do not recognize what role play is and how to apply it

1.3 Limitation of the Problem

Based on the background explanation, the researcher focused more on teaching the role play method in the eleventh grade students of Senior High School Number 9 Jambi City.

1.4 Formulation of the Problem

Based on the background of the research, the problem of the research is there any significant effect of role play methods toward speaking skill in the Eleventh grade at Senior High School Number 9 Jambi City?

1.5 Objective of the Research

Based on the problem mentioned above, the purpose of this research is to find out whether there is or not the significant effect of role play methods toward students speaking skills.

1.6 Significant of the Research

This research is supposed to have two major benefit, they are practical and theoretical benefits.

1. Theoretically

   The researcher hopes that with this role play method students can be more interactive and improve students' speaking skills.

2. Practically

   a. For students, it is hoped that with this role playing method, students can understand the material provided and also improve their speaking skills.

   b. For teachers, are expected to be able to take advantage of this role-playing method to improve students' speaking skills and use innovative learning methods.

   c. For researchers, this research is supposed to give information or references to be developed for further studies, research that other researchers evaluated, revise, reconstruct, or modify this research and write further studies for other levels and objectives.

1.7 Definition of Key terms

   In order to clarify the key terms used in this study, some definitions are put forward.

1. Speaking Skills

   Speaking skill is the skills that students must have in speaking as measured by the amount of fluency, vocabulary, grammar, pronunciation and comprehension.

 2. Role Play method

   Role play is a teaching method in which students are asked to perform or play certain roles according to the material being taught in speaking class

1.8 Basic Assumptions

1. Speaking skills in high school are still below average, because there are still many students who do not understand to start speaking English.

2. Because teaching speaking does not use the right method, so the researcher assumes that the role playing method is suitable for improving speaking skills.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

2.2 The concept of Speaking

2.1.1 The Definition of speaking

Speaking is a skill that must be mastered by everyone. if speaking is not used, people will not know what the intent and purpose of the interlocutor is. Louma (2009) stated Speaking is an important part of the language teaching curriculum. One of the four abilities that should be learned when learning English is speaking. Speaking and writing are both effective language skills. Language that is productive must go through a mental process in order to be referred to as a thinking process. People need speech in order to express themselves and share knowledge. According to Brown (2003) Speaking is an important skill that may be observed practically and empirically. The definition suggests that speaking is a form of verbal communication that people utilize and that is directly visible when they do so.

According to various experts, speaking has many definitions. Tillit and Brude (1999) stated in all languages, formal and informal speech patterns are different from one another. In English, we typically speak informally with close family, friends, and coworkers and formally with strangers and persons of higher position. The way that people communicate, both professionally and informally, relies on a variety of circumstances. For instance, when speaking with their supervisor or presenting material academically in front of large crowds, people may speak more

professionally. Otherwise, when interacting with their friends and family, people could prefer to speak more casually rather than seriously. Therefore, Tillit and Brude (1999) affirm that informal speech is distinguished aesthetically by omission, elisions, and reductions, as well as a faster speaking rate. The use of building information within sentences, which is a feature of written language, and a preferencefor whole sentences over sentence fragments are characteristics of formal speech. Teaching speaking is crucial because it can assist students in improving their skill in foreign languages, helping them to interact with native speakers fluently and spontaneously depending on the situation. According to Louma (2009) Speaking fluently in a foreign language is really challenging, and it takes some time to become competent. It needs a significant amount of effort and time to learn a foreign languagebecause we have to comprehend the language itself, making it tough for even native English speakers to learn.

Based on the explanations provided above regarding speaking, the researcher can make the conclusion that speaking is one of the language skills that is most crucial and also serves as the first method of oral interaction, sharing ideas with others, and producing a specific point of language while also understanding how to use linguistic competence. Speaking is the most challenging aspect of learning and teaching English since speaking calls for knowledge of grammar, vocabulary, pronunciation, and other linguistic elements. Therefore, speaking is a tool for engagement and communication with others. Through speaking, individuals can obtain or impart information, ideas, knowledge, and other things.

2.1.2 Component of Speaking

In order to be able to speak English clearly and effectively, students must practice speaking it as frequently as they can. They must therefore be aware of several crucial elements. The factors affecting how well people speak English are speaking mechanics. Here are the components of speaking skills:

a. Grammar

Grammar are required for the students to construct appropriate phrases in discussion, both orally and in writing. Grammar is described as a methodical way of accounting for and predicting an ideal speaker's or hearer's language proficiency. Purpura (2013) stated that this is accomplished by a set of rules or principles that can be applied to produce all properly formed or grammatical utterances in the language. Moreover, the definition of grammar that stated by other experts define that. Harmer (2001) stated that grammar as the explanation of the ways in which words can change different forms and can be combined into sentences in the language.

b. Vocabulary

Vocabulary is learned inadvertently through indirect exposure to language and consciously by specific training in specific words and word-learning techniques. However Richards and Renandya (2002) stated that vocabulary is a basic component of language proficiency and gives lot of the basis of how effectively learners, listen, read, and write. Richards (2000) notes that vocabulary is one of the most evident characteristics of language and one of the first topics used linguistics increased their focus too.

c. Pronunciation

Pronunciation is the method for students to use more precise language whenever they talk. It takes care of the linguistic procedure that describes the parts of grammar made up of the components and guidelines that determine how a sound changes and repeats language. The students can communicate when they have strong communication even with speech and intonation though they have limited vocabulary and grammar. Kline (2001) stated that Pronunciation relates to the a historical or customary expression of words. This remark can be inferred determined that proper pronunciation is the key. In order for students to utter the phrase when speaking, they talk with clarity.

d. Fluency

The definition of fluency is the ability to communicate clearly and with fluency. For many people, speaking fluently is important. language students. evidence of fluency feature a speed that is a respectable only a few people speak English pauses, "ums," and "ers". These indicators show that the speaker lacks the ability to waste a lot of time looking for the linguistic elements required to convey the message.

e. Comprehension

According to Cohen et al (2005) Understanding refers to the reality participants comprehend the material completely nature of the research project, even when procedures are difficult and include risks.

2.1.3 Types of Speaking Skill

A useful ability that can be directly and empirically observed is speaking. One of two useful abilities in language teaching is speaking. Brown (2009) Stated that six types of speaking skill areas are described as a process of creating and exchanging meaning by the use of verbal or spoken form. These are the six categories:

a. Imitative

This group contains the capacity to work on tone and the ability to concentrate on specific linguistic nuances. That merely constitutes word, phrase, or sentence imitation. Concentrating on pronunciation is crucial in this situation. Drilling is a training method used by the instructor. The idea is that practicing gives students the chance to listen and repeat words a loud.

b. Intensive

The students are practicing various phonological and grammatical elements of language in this speaking performance. Students are typically assigned tasks in pairs (group work), such as reading aloud, which involves reading paragraphs, reading conversations aloud with a colleague in turn, reading data from charts, etc.

c. Responsive

Interaction and test comprehension are included in responsive performance, but only to a degree that is confined to brief exchanges of greetings, small talk, requests, and remarks. This is a type of succinct response to a question or comment posed by the teacher or a student, providing guidance and instructions. Those responses are typically adequate and insightful.

d. Transactional (dialogue)

It is performed in order to communicate or share particular information. Here is an example of a pair-work chat.

a. Interpersonal (dialogue)

It is performed more for the goal of sustaining social bonds than it is for the dissemination of knowledge. Interpersonal speaking performances might take the shape of interviews, role play, chats, discussions, and games.

b. Extensive (monologue)

Students are given lengthy monologues by the teacher in the form of oral reports, summaries, storytelling, and brief speeches. The aforementioned idea leads to the conclusion that there are some factors to take into account while evaluating speaking. The student should at the very least be familiar with the pronunciation, vocabulary, and language functions they will be using. Students can use the language appropriately after they are prepared and ready for the activity.

2.1.4 Teaching Speaking

For the majority of Indonesian students, learning English as a foreign language is a unique experience because it cannot be acquired organically like their mother tongue. Typically, learning a new language entails being familiar with its syntax, vocabulary, and sound system. While focusing on linguistic structure is crucial while studying a foreign language, the primary objectives of an English language education are to help students become more effective communicators in English. The students

should be able to communicate successfully in English within and outside of the classroom for job, study, and pleasure at the conclusion of the course.

Because English is not spoken as a first language in Indonesia, teaching speaking is difficult. In general, learning it is really difficult for people. Their surrounds, which do not speak English, are the cause. People exclusively use English during lesson times. It implies that having the chance to practice is insufficient. Therefore, in order to help language learners practice speaking in the target language,we need to employ a variety of speaking instruction methodologies Nunan (2003).

Nunan (2003) suggests at least four guidelines for instructing speaking in order to make it more understandable. Here are the explanations:

a. Allowing students to practice their accuracy and fluency.

The capacity to speak or write accurately is being free of all grammar, lexical, punctuation, and other mistakes. Speaking with fluency means connecting sounds, syllables, words, and phrases in a fluid manner. Teachers must model fluency-building exercises for their pupils and acknowledge that making mistakes is a normal aspect of learning a new language.

b. use group or duo projects to encourage student conversation while minimizing teacher discourse.

It's critical for us as language instructors to be conscious of how much we talk in class so that we don't monopolize the time that the students may bespeaking. Activities such as pair work and group work can be used to increase speaking time for students and reduce teacher talk time.

c. planning speaking duties that need meaning negotiation.

Because interaction entails wanting to understand and be understood by the teacher, learners advance when they interact in the target language. Negotiating for meaning is the name given to this procedure. It involves making sure you comprehended what was stated, asking for clarification, and getting confirmation that you were understood.

d. Designing classroom exercises that involve coaching and practice in both transactional and interpersonal speaking.

Outside of the classroom, we typically communicate with others for interactional or business-related reasons. Speaking to someone informally is known as interpersonal speech. Communication used in transactional speech is used to complete tasks, such as the trade of commodities or services.

According to the previous explanation, a good teacher plays a crucial part. The teacher must be able to teach speaking effectively and pique students' interest in participating in speaking activities.

2.1.5 Purpose of Speaking

The purpose of speaking skill instruction is to increase students' communicative effectiveness and their ability to interact vocally in everyday situations. The teacher must then be accountable for making sure the students comprehend the language being used and the goal of the activities being carried out. Because of this, it is crucialfor the teacher to ensure that the pupils comprehend what they are studying. The student should be able to communicate effectively while making the most of their existing level of proficiency. They should make an effort to avoid miscommunication

caused by poor pronunciation, grammar, or vocabulary and to adhere to the social and cultural norms that are relevant in each communication scenario.

Language learners must understand that speaking requires knowledge from three different fields:

a. Mechanics; employing the appropriate words in the appropriate order and with the proper pronunciation.

b. Functions (transaction and interaction); understanding when precise understanding is not necessary (interaction/relationship building) and when clarity of message is crucial (transaction/information exchange).

c. Social and cultural norms and regulations (turn-taking, rate of speech, duration of silences between speakers, relative roles of participants): knowing how to consider who is speaking when, about what, and why.

In the communicative model of language instruction, instructors or the teacher aid students in the development of this body of knowledge by giving them actual practice that gets them ready for communication situations in everyday life. They assist their students in learning how to construct grammatically sound, logically connected sentences that are appropriate for particular situations while employing proper (that is, understandable) pronunciation.
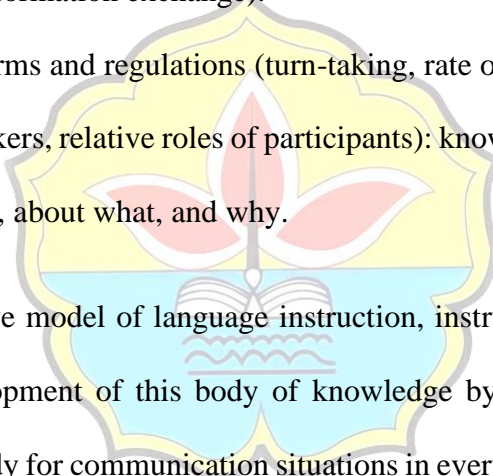
2.1.6 The Role of Teacher in Speaking Class

A instructor, in addition to the students and the course material, is essential to success in an English-speaking class. In other words, a teacher is very important in the learning process. The lesson cannot be taught without a teacher, and the class will be disorganized. Throughout the speaking exercises, the teacher must assume a variety of positions. The prompter, participants, and feedback giver all have a special significance if the teacher is aiming to encourage students to speak smoothly, according to Harmer (2003).

The following is an explanation:

a. prompt

Students may lose their path, struggle to come up with what to say next, or fail to speak as fluently as their teachers would want. Nevertheless, an instructor might be able to help them and the activity advance by making specific suggestions.

b. Participants.

When asking students to develop language, a teacher should be an effective animator. This can occasionally be accomplished by organizing an activity clearly and with enthusiasm.

c. A source of feedback

By carefully analyzing the impact of potential alternative approaches, it is feasible to provide a solution to the difficult topic of when and how to provide feedback in speaking exercises. Over-correction may consume pupils during a speaking activity, eliminating the communicative nature of the activity. On the other hand, constructive criticism can assist students overcome challenging misunderstandings and hesitations.
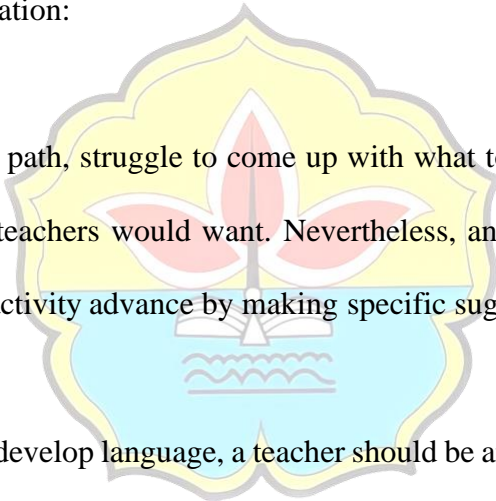
Everything is based on the tact and appropriateness of the teacher's criticism in each individual case.

2.2 Role Play Methods

2.2.1   Definitions of Role Play

Role play is a method for acting out specific behaviors or impersonating other individuals in order to deal with unexpected situations. Ladousse (1997) claims that when students take on a "Role," they act out a specific circumstance (either as themselves or as someone else). "Play" refers to activities carried out in a secure setting where students can be as happy and fun as possible.

The freedom to explore, improvise, and create is given to students during role play, a type of pair practice. Even though they are not in the scenario, students can still learn from it in this case. For example, students act as clients and travel agents in a discourse about how to purchase an airline ticket. Moreover, Ladousse (1997) said that in a role play, students assume the position of a certain person, such as a client, manager, or shop assistant. They participate in a situation by acting out a discussion as this individual. Although general thoughts about what they would say may be prepared in advance, it is not scripted. These could very well be drawn from a text or an earlier context.

According to Brown (2004) in communicative language education classrooms, role play is a common pedagogical activity. It liberates the students to express themselves freely using their original linguistic contributions. Moreover, Nunan (2003) additionally says that role-playing exercises are crucial for speaking

instruction because they allow students a chance to practice speaking in a variety of social settings and in their chosen language.

Then, According to Diane (2000) Role plays are very essential in CLT because they allow students the chance to practice speaking in various social circumstances and in various social roles. Role plays can be put up in a more structured way or in a less structured one. Because they provide students with the chance to practice speaking in many social circumstances and social roles, and role plays can be put up so that they are more or less structure organized. It indicates that the teacher outlines to the students their identities and expectations. The setting and the topic of conversation are explained to the class by the teacher, but the students choose their own responses. Feedback is also given to students regarding how well they have communicated.

On the other hand, role-playing activities are easy to do and adaptable, offering considerably more room to improve speaking skill. They can grow in creativity, individuality, and initiative. Students can take on a variety of roles and circumstances during speaking exercises to hone their public speaking skill in hypothetical situations.

2.2.2 Reason for Using Role Play

For a number of reasons, teachers teach speaking by using role play method. Students can play, improvise, and come up with their own ideas when role playing is used. Additionally, because the teacher provides opportunity for students to consider their actions, some students are more imaginative and engaged in acting out their roles. According to Featherstone and Cummings (2009) Students can explore and

portray activities, roles, relationships, situations, characters from many sources, narratives, and stories through imaginative play.

According to Nation and Thomas (1988) that role-playing can be used into a speaking activity. There are different reasons for include it:

a. Role play enables the use of a wider range of language functions and varieties than would often be possible in the classroom, such as the language used in formal situations like making a toast, presenting an academic paper, participating in a meeting, or conducting an interview.

b. Role play enables the investigation of cultural concerns, including the proper responses to requests for food or drink, how to decline an offer, and how to behave when giving or receiving gifts. Role play provides the activity with a content learning objective in this way.

c. Role-playing can make an activity more interesting and, by assigning roles, can guarantee participation.

d. Because role play offers variety, it can prevent repetition of a speaking activity. For instance, after students have completed a ranking assignment, they can repeat it while changing roles such that the things are ranked differently. Role play provides the exercise with a fluency objective in this way.

Additionally, students can develop their intellectual, social, and creative skills by employing role play to teach speaking since it gives them the ability to practice making judgments about the nature and course of their play. Rogers and Evans (2008)Added the utilization of a highly organized role-playing environment raises some significant issues regarding the degree to which children in early childhood settings

have the chance to exercise choice and to make judgments about the type anddirection of their play.

2.2.3 The Advantages of using Role Play

According to Ladousse (1997) Role-playing in class has some benefits for teaching speaking, including:

a. Through role play, a highly diverse range of experiences may be introduced into the classroom, and we can teach our kids how to talk confidently in every circumstance.

b. Students are required to use and improve the phatic types of language which are so important for lubricating social connections but are frequently overlooked by language teaching curricula—through role play.

c. Some people are studying English to get ready for career or life-related roles. These students would benefit from having practiced and experimented with the vocabulary they will need in the welcoming and secure setting of a classroom.

d. Many shy students benefit from role play by receiving a mask.

e. The fact that role play is enjoyable may be the most crucial reason.

f. The students' use of body language during conversations is automatic.

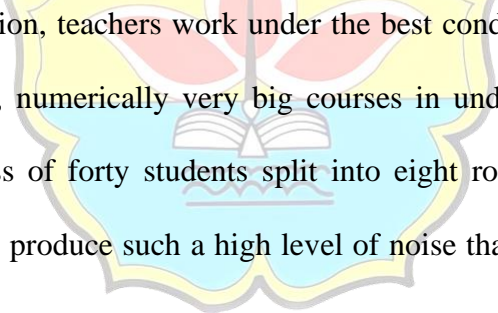According to Bowman (2010) since they are acting out a situation, role play encourages students to use natural expressions and intonation as well as gestures. Children, even teenagers and adults, frequently imagine themselves in different situations and roles when they play games. Role play gives students the opportunity to use the language they have practiced in a more creative way. It also increases

motivation because the opportunity to imagine different situations adds interest to a lesson.

In conclusion, because role play gives students the ability to create a dialogue or discourse on their own, it might inspire them to construct their performance as good as they can. As a result, the majority of kids are inspired to communicate and express their thoughts during the exercise.

2.2.4 The Disadvantages of Role Play

Livingstone (1983) stated that Despite the fact that role play has some advantages, it also has some disadvantages. As follows:

a. With proper organization, teachers work under the best conditions. Most people work in overcrowded, numerically very big courses in undersized classrooms. Similar to this, a class of forty students split into eight role play groups in a classroom setting may produce such a high level of noise that it is impossible to focus.

b. Role play will consume a significant amount of class time if preparation and follow-up tasks are taken into account.

In summary, role-playing is a time-consuming method of teaching speaking since the students need to prepare before they take on a part. A second room is also necessary because if the first one is too tiny, the students won't be able to move about or act out their parts, and the noise would make it impossible for them to focus.

2.2.5 The Type of Role Play Method

Scripted and unscripted role play are the two categories that role play activities fall under. These role-playing games are specifically described as follows:

a. Scripted Role Play

This style entails either interpreting the dialogue from the textbook or reading text aloud. After all, the text's primary goal is to effectively communicate the meaning of language components.

b. Unscripted Role Play

Unscripted role play does not rely on textbooks in the same way that scripted role play does. It is referred to as an improvisation or spontaneous role play. The terminology to use and the direction the conversation should take must be decided by the students themselves. Good preparation from the teacher and the students is absolutely important in order to complete this assignment.

2.2.6   Model of teaching by using role play

According to Joyce and Weil (2003) the effectiveness of the role-playing depends on the execution, particularly the analysis that comes after. They also dependon how closely the pupils believe the role to reflect actual life circumstances. The first time a child tries role playing or role analysis, they may not necessarily participate effectively. For the content produced to be carefully assessed, many people must learn how to role-play in a sincere manner.

Joyce and Weil (2003) propose nine steps for the role-playing activity: (1) warm-up, (2) selection of participants, (3) setting the scene, (4) preparation of observers, (5) performance, (6) discussion and evaluation, (7) reenactment, (8) discussion and evaluation, and (9) sharing of experiences and generalization. Every one of these phases or steps serves a particular function that adds to the activity's richness and concentration. Together, they make sure that a particular line of thought is followed all through the complex of activities, that students are ready for their roles, that the objectives of the role play are identified, and the discussion that followsis not just a collection of scattered reactions, though these are also crucial.

Phase one, warming up the group, involves introducing students to a problem so that they recognize it as an area with which everyone needs to learn to deal. The warm-up can begin, for example, by identifying a problem within the group.

Table 1
SYNTAX OF ROLE PLAYING

Phase one : warm up the group	Analyze roles, select role players.
Phase two : select participants	Identify or introduce problem, make problem explicit, interpret problem story, explore issues, explain role playing.
Phase three : set the stage	Set line of action, Restate roles, Get inside problem situation.
Phase Four: Prepare the Observers	Decide what to look for Assign observation tasks.
Phase Five: Enact	Begin role play. Break role play.
Phase Six: Discuss and Evaluate	Review action of role play (events, Maintain role play. positions, realism). Discuss major focus. Develop next enactment.
Phase Seven: **Reenact**	Play revised roles; suggest next steps or behavioral alternatives
Phase Eight: **Discuss and Evaluate**	As in phase six
Phase Nine: **Share Experiences and Generalize**	Relate problem situation to real experience and, current problems. Explore general principles of behavior.

Source: Joyce and Weil (2003)

The researcher explained what was done with this role play technique to students from the first phase to the 9th phase while at school, as follows:

1. During phase one, known as group-warming, students' are introduced to a problem in order to help them understand that it is something that everyone must learn to handle. For instance, the warm-up can start by recognizing a problem inside the group.

2. The students and the teacher discuss the many characters' likes, feelings, and potential actions in phase two, which involves choosing participation. The students

are then encouraged to volunteer to act out a role; some of them can even request a specific position.

3. The role players sketch out the scene during phase three, "setting the stage," but they do not prepare any precise dialogue. They only sketch the scene and possibly one character's course of action. By asking students a few straightforward questions about the setting, what it would be like, and other details, the teacher may assist establish the scene.

4. The preparation of the observers in phase four is important so that they may actively participate and critique the play later. identifying the emotions and methods of thinking of the characters being performed.

5. Phase five is enacting, where the students take on the roles and spontaneously "live" the scenario while interacting with one another authentically. It is not anticipated that the role playing would be a seamless dramatization or that each role player will always know how to react.

6. During phase six, discussing and assessing, a discussion is likely to start on its own if the problem is significant and the students and teacher are both intellectually and emotionally invested.

7. Reenacting, the seventh stage, may happen multiple times. The teacher and students can discuss alternative interpretations of the parts and decide whether new actors ought to take them on. Acting and talking are switched off during the activity.

8. Phase eight, review and discussion. Although the students are ready to accept the solution, the teacher insists for a practical one by questioning the class whether they believe this particular outcome is actually possible.

9. It should not be anticipated that phase nine, exchanging experiences and generalizing, will immediately lead to generalizations about the human relations components of the problem.

INSTRUCTIONAL AND NURTURANT EFFECTS

Role playing is designed specifically to foster: (1) the analysis of personal values and behavior; (2) the development of strategies for solving interpersonal (and personal) problems; and (3) the development of empathy toward others. Its nurturant are the acquisition of information about social problems and values, and comfort in expressing one's opinions.

2.2.7 Unscripted role play

Cameron (2001) Stated that unscripted role play does not rely on textbooks in the same way that scripted role play does. It is referred to as an improvisation or spontaneous role play. The terminology to use and the direction the conversation should take must be decided by the students themselves. Good preparation from the teacher and the students is absolutely important in order to complete this assignment.

2.2.8 The Purpose of Role Play

Role-playing (dramatization) is a useful tool for bringing the language to life and allowing learners to have a feel for how to utilize it for communication. Role playis therefore mostly used to create conversation scenarios. The students gain new experience using the language they have acquired in the actual conversation scenario, and the experience helps them retain what they have learned.

In considering this, the researcher draws the conclusion that teaching speaking has a similar objective to teaching communication through role-playing. Role play can therefore be used to teach speaking and assist pupils in becoming accustomed to speaking in English.

2.2.9 The Significance of Role Play

Role play is one of the activities that is especially well suited for practicing the sociocultural variances in speech acts, such as complimenting, complaining, and the like. This has already been highlighted. Ladousse (1997) asserts that role play makes use of a variety of communicative strategies, fosters language fluency, encourages classroom interaction, and boosts motivation. Even role-playing offers a mask, which is helpful for many shy students. Additionally, it is enjoyable, and most students will concur that enjoyable activities promote higher learning. Based on that assertion, the researcher surmises that role playing has a number of benefits, including raising students' speaking skills and encouraging them to practice their English. Most importantly, because role play is a form of game, the pupils enjoy learning English.

2.3 Previous Study

In this study, the researcher found several previous studies, including:

First, the thesis written by Agustin (2020) titled "The Effectiveness of role play method towards student's motivation in speaking skill" this research aims to find out whether or not there is a significant effect of motivation in learning English on speaking skills. This research conducted in seventh grade at SMP Negeri 5 Karang Ploso. The design of this research are quasi experimental research, the researcher first

gives a oral test to student and then to obtain data or information about the effect of use the role play and students' motivation in speaking skill is to use a questionnaire. The Shapiro-Wilk as a speaking test analyzed, while the questionnaire using a likert scale. Finding this research indicate that (1) the score in experimental class is higher than the score in control class, (2) the use of role play in experiment class is higher than the score in control class, (3) the learning process by using role play method fosters students' interest, confidence and made fun in learning so as to improve speaking skill. This evident from the result of the students' responses to the questionnaire about the desire learning, which reveal a score and proportion of students' motivation for learning that is higher in the experimental class employing the role play approach than the control class. The difference from this study is that the authors use quasi experimental and questionnaires while the researcher do not, the author focus more on students' motivation while the researcher focus more on teaching role playing.

Second, the thesis written by Yulia, Yuliana., M, Kristiawan., and Tati, Suhartie. This research was aimed at knowing the effect of role play towards students' speaking skill. The experimental class was (XI IPA 1) and control class was (XI IPA 2). The experimental class was taught by Role Play while the control was taught by information gap. The total subject of this research were 62 students of NaturalScience (IPA) High School 1 Batang Anai, Padang Pariaman Regency, West Sumatera, Indonesia, who were enrolled in the academic year 2013/2014. This research was experimental approach. The instruments applied here were observation sheet and speaking test. The finding showed that the mean score of experimental class

was 21,42 and the mean score of control class was 20,48, it means the students who were taught through role play get better score in English Speaking skill than those who were taught through information gap. It can be concluded that role play gave significant effect on students' speaking skill. The difference from this study is that the researcher uses quasi experimental and not using observation sheets.

Third, the Thesis written by, Binod (2019) titled *"Effectiveness of Role Play in Improving Speaking Skill"* this study was carried out to find out the effectiveness of role play technique in improving speaking skill in English. The population of this study was the grade x students of a public school from Lamjung district. This study was experimental approach with experimental group that taught by role play while the control class was taught through the traditional grammar based techniques. The tools applied in this research were, observation sheet and speaking test. After 20 lesson of teaching, the result showed that there is significant improvement in speaking skill of experimental group. The difference from this study is that the author uses experimental approach while the researcher use quasi experimental, in this study the population was the grade x students' while researcher use Senior High School Students'.

2.4 Conceptual Frame Work

Speaking combines two forms of communication with interactive role flipping between the speaker, who transmits a message, and the listener, who understands and responds to it, as was previously indicated in the discussion above. One of the four primary language skills that is used in every circumstance is speaking. Language students should become proficient communicators in everyday settings.

The researcher reach the conclusion that role play is a method that incorporates fantasy or imagination to be somebody else or to be oneself in a particular setting for a while, improvising conversation, and constructing a real-world scenario. A role play offers a lot of room for creativity and modification and is a very flexible learning practice. Meanwhile, Ladousse (1995) stated that Role play increases communication in the classroom, improves language proficiency, and boosts motivation by utilizing a variety of communicative strategies. Role playing can help students interact and can help them talk more effectively in any setting. For shy students, role play offers a disguise where those who struggle with conversation might feel free. Additionally, it is enjoyable, and most students will concur that fun makes for greater learning.

It is known that role play is a method for helping students improve their speaking skills. The meaning encourages students to talk or interact with others in theclassroom, boosts enthusiasm, and improves the classroom learning more fun. It also offers proficiency in the target language.

2.5 Hypothesis of the Research

According to the theory and speaking issue already discuss, the researcher made the hypothesis claim:

Ha: There is a significant effect of role play methods towards students' speaking skills in eleventh grade at senior high school number 9 Jambi city.

Ho: There is no significant effect of role play methods towards students' speaking skills in eleventh grade at senior high school number 9 Jambi city.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This research uses quantitative research method with pre-experimental design. The pre-test experimental design that researcher employs is also known as one group-pretest-posttest design. Because the researcher is interested in how the role-play method effect student's speaking skills. Adnan (2016) stated that pre-experimental research involves doing a pre-test before treatment and post-test following treatment to determine if the examined variable had an significant effect or not by comparing the average scores from the two test. According to Ary et al. (2014) the one group pretest-posttest design typically entails three steps: (1) giving an pretest to gauge the dependent variable; (2) giving the subject the experimental treatment X; (3) giving a posttest to gauge the dependent variable once more. The pretest and posttest are identical test formats, however they are given at different times. When comparing the results of the pretest and posttest, differences due to experimental treatment are then assessed. The researcher in this study only used one group and used pretest posttest todetermines the effectiveness of the treatment. The researcher will meet 6 times to do the research.

Table 2

One Group-Pretest-Posttest Design

Group	Pre-test	Treatment	Post-test
experiment	01	X	02

Notes:

01: Pre-Test

02: Post-test

X: Treatment (role-play method)

3.2 Population and Sample

3.2.1   Population

According to Ary (2010) a population is defined as all individuals who belong to a specific category of persons, occasions, or items. The population of this research is all of students at the eleventh grade in Senior High School Number 9 Jambi City.
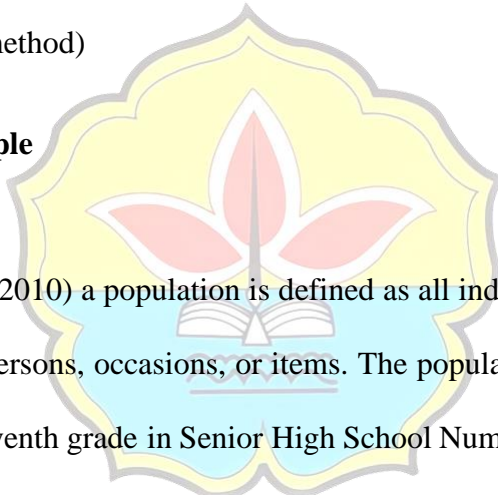
Table   3
Population of The Research

No.	Class	Population
1	XI IPA 1	35
2	XI IPA 2	35
3	XI IPA 3	29
4	XI IPS 1	35
5	XI IPS 2	35
6	XI IPS 3	36
7	XI IPS 4	35
	TOTAL	240

Source: Senior High School Number 9 Jambi City

3.2.2 Sample

Ary. et. al. (2010) s tated that a sample is a small portion of the general population. This Research used Simple Random Sampling. According to Ary, et. al. (2010) The most popular method for probability sampling is random sampling. Simple random has as its fundamental property that each member of the population has an equal and independent probability of being selected for the random sample. With 36 students from XI IPS 3 as the experimental group. The researcher chose to use simple random sampling for the sample in this study.

Table 4
Sample of this Research

Class	Experimental Group
XI IPS 3	36

3.3 Research Instrument

Before gathering any data, a researcher must use the right tools to do their research. Ary (2010) said that any research study's effectiveness depends on the choice of adequate and practical measuring instrument. There are two kinds of test use in this research, they are pre-test and post test. The purpose of giving pre- test is to investigate students' speaking skills and their score before applying the treatment. Meanwhile, post-test will be use to find out the enhancement of speaking skills and score of the role play methods after applying the treatment. As a tool for these activities, the researcher will use a recorder device. And students are graded using a

scaled grading method that corresponds with the five elements of speaking competence.

3.4 Technique of Data Collection

1. Pre-Test

The researcher will provide a pre-test to establish the students' abilities before beginning the treatment. The students will be separated into groups of 7-8 persons, and the will be given a dialogue to complete for ten to fifteen minutes. There are five aspect that are evaluate: Fluency, Pronunciation, Grammar, and Comprehension. In this research, the researcher's tool will be a recording device.

2. Treatment

After giving the pre-test, the researcher give a treatment to the students. The researcher will see how effective the role play methods towards students' speaking skill. The student will divided into two groups of people. For the first to the last meeting the researcher will share a dialogue that has its own theme, after they have read the dialogue, each group must come to the front of the class and start the role playing. The treatment process will be conducted for six meetings. Because the researcher will be concentrating on the five components of speaking pronunciation, grammar, vocabulary, fluency, and comprehension.

3. Post-Test

After delivering the treatment, the researcher conducts a post-test that is identical to the pre-test that is done in a prior round of the study. The purpose of this post-test, which serves as the research's last assessment of the treatment's efficacy, is

to determine its significance. The researcher then determines the impact of role-playing in the experimental groups.

3.5 The Test of Validity and Reliability

a. Validity

Hughes (2003) stated that a test is deemed to be valid if it accurately measures what it is supposed to measure. Therefore, Creswell (2012) noted that validity is the production of sound evidence to establish that the test interpretation of scores concerning the concept or construct that the test is intended to assess.

According to Muijs (2004), the validity of any assessment tool used in educational research is likely the single most crucial consideration in its design. It is clear that validity relates to the process of assessing how well a test captures the intended outcomes. No matter how well our statistical analyses are designed for our research, they will be useless if the researchers aren't truly measuring what they want to assess.

a. Content validity

The process of determining an item's representativeness for the domain of the skills, task, knowledge, and other attributes of whatever is being measured is known as content validity. The question of whether the manifest variables' content is valid is known as content validity. When validating the instrument, the researcher also examines the test-related tools with lecturers and English language teaching specialists.

b. Construct Validity

According to the idea of language behavior and learning, construct validity refers to the ability to measure specific qualities. In this study, reading comprehension test results were examined to determine how well students could comprehend texts. The relationship between an instrument's internal design and the notion it is measuring is more complicated in terms of construct validity (Muijh, 2004). If it can be shown that a test assesses exactly the skill it is intended to measure, it is said to have construct validity. Multiple choice questions can be used to evaluate reading comprehension tests. In the meanwhile, learning style questionnaires are employed,

The formula :

$$r_{xy} = \frac{n \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} - \{(\sum Y)^2\}}}$$
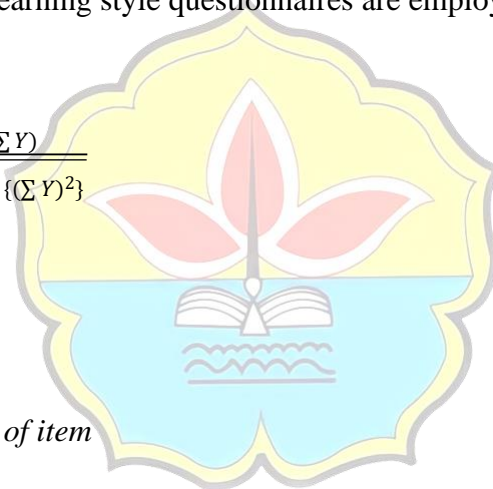
Note:

Rxy: *coefficient of validity of item*

N : number of the students taking test

X : score of item measured its validity

Y : total score

b. Reliability

Creswell (2013) define reliability as the consistency or stability of an instrument's results. The research will use inter-rater reliability to assess validity of the test in this study. Two raters evaluated the students' speaking skills as part of this study. Reliability is the constancy of the score each rater earns when two raters are re-evaluate use the same test on separate times or even with different sets of equivalent items. Inter-rater dependability is reach when there are two scores or raters performing in the scoring.

Harris (1969) stated that any good test must have dependability in order for it to be considered valid at all. The stability of test results is referred to as reliability; a test cannot accurately measure something unless it measures consistently. It is the following method of evaluating the test or instrument. It just requires one test administration when using the Kuder-Richardson reliability formula. The definition of a dependable instrument is one in which the outcomes of two treatments are comparable. In this study, a test is considered to be reliable if the scores from the pre- and post-tests are comparable, reliable, and the discrepancies in the results are not too great.

Perry (2005) defined dependability as the constancy of the data outcome. A valid instrument that is unreliable is inadmissible. A measurement's validity will be low if it has low dependability.

The researcher will calculate the two sets of pre- test and post- test scores in order to find the correlation.

The formula :

$$R\left\{\frac{K}{K-1}\right\}\left\{1-\frac{M\ (K-M)}{K(SD)^2}\right\}$$

Note:

R : reliability of the test

K : number of the test item

M : Mean of the scores

N : Number of student

SD : Standard deviation
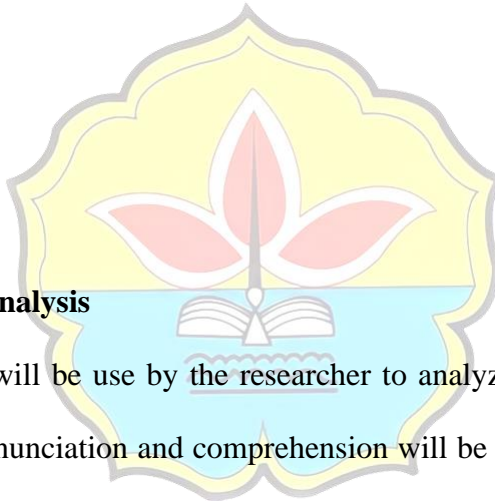
3.6 Technique of Data Analysis

A number of test will be use by the researcher to analyze the data. Fluency, grammar, vocabulary, pronunciation and comprehension will be seen as indicators of a students' ability English, and researchers will also utilize Brown score standards when examining the test results.

The researcher used Heaton (1988) Score Classification to analysis students' scores:

Table 5

Classification of the Students' Score

Score		Classification
8.1 – 10	A	Very good

6.6 – 8.0	B	Good
5.6 – 6.5	C	Average
4.1 – 5.5	D	Poor
≤ -4.0	E	Very poor

Then the researcher used the following formula, to get the Standard Deviation of the students' pre test and pos test result:

$$SD = \sqrt{\frac{n(\sum xi^2) - (\sum xi)^2}{n(n-1)}}$$

Note:

SD = Standard of Deviation
$\sum Xi^2$ = Sum of squared gained score
$\sum Xi$ = Sum of gained score
N = number of student

Source: Gay (1981)
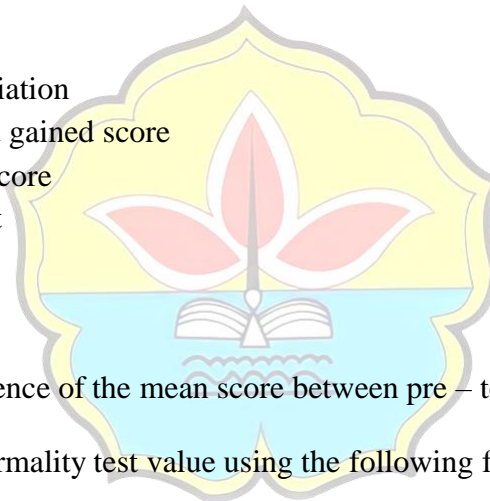
To find out the difference of the mean score between pre – test and post – test by calculate the T-test and normality test value using the following formula:

1. T-Test

According to Sudijono (2009) a significant effect or difference between the experimental class and the control class is sought using the T-test. Between the experimental class and the control class, or between the pretest and the posttest, the successful test's standard significance is 0.05.

A test with pair of sample t-test and independent sample t-test is employed in this study. To determine whether or not role play has a substantial impact on students' speaking skills before and after the intervention, a paired sample t-test is performed.

To compare the means of one variable for two sets of cases, use the independent sample t-test. The paired sample t-test uses the following formula :

$$t = \frac{\overline{X}_1 - \overline{X}_2}{\sqrt{\left[\frac{\sum X_1^2 + \sum X_2^2}{n_1 + n_2 - 2}\right]\left[\frac{1}{n_1} + \frac{1}{n_2}\right]}}$$

Note :

t = Coefficient t

$\overline{X}$ = The mean of each sample

n = Number of cases in each sample

$\sum X^2$ = Number of deviations to the power of two

2. Normality Testing

To determine if a data collection is adequately described by a normal distribution or not, normality testing is utilized. According to Perry (2005), the normal distribution is a symmetrical, bell-shaped data distribution that has particular characteristics and is used as a benchmark for evaluating data distribution forms. When few participants are in the right and left tails of the distribution and the majority are in the middle, the test is said to be normal. It displays a single cluster of symmetrical data in the center. The researcher uses the SPSS 21 program's Kolmogorov-Smirnov test to analyze the normally testing.
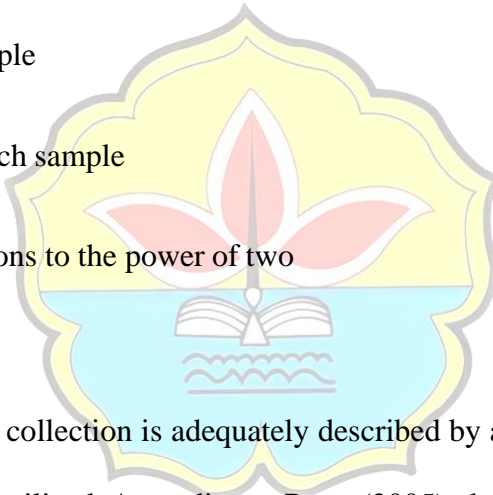
A analysis of a sample's normality determines if it came from population with a regularly distributed population. Utilizing the subsequent selection criteria:

    a. The data is announced and normally: if the value $Sig.$ Kolmogorov-Smirnov test > (a=0,05)

    b. The data is announced and normally: if the value $Sig.$ Kolmogorov-Smirnov test < (a=0,05)

3. The following is the testing hypothesis:

Ha : There is a significant effect of role play strategy on students' speaking skills at Senior High School Number 9 Jambi city.

Ho : There is no significant effect of role play strategy on students' speaking skills at Senior High School Number 9 Jambi City. The criteria acceptance and rejection of hypothesis were:

    a. Ha is accepted if Sig. (2-tailed) < 0.05

    b. Ho is accepted if Sig. (2-tailed) > 0.05
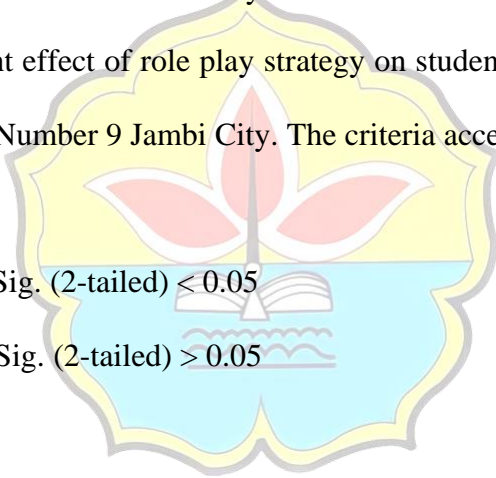
CHAPTER IV

FINDING AND DISCUSSIONS

4.1 Findings

This research was conducted on students of grade XI IPS 3 as the Experiment Class of Senior High School Number 9 Jambi City and held for six meetings starting from 23rd February to 14th March 2023. The subject teachers are chosen as validator in giving grades to students' speaking skills.

4.1.1 Pre-test Results and Post-test Results

The pre-test and post-test of the experiment class that was sampled were used to collect the data for this study. It should be stressed that the post-test results were used to measure comparisons because the purpose of this test was to determine whether the role play method was effective after being applied. The researcher provided students with two topics to choose, make the dialogue and presented the roleplay. The researcher then compares 36 the average pre-test and post-test class speaking skills score in order to ascertain whether there is a discernible difference between whether or not the usage of the role play method is effective. The information was displayed as follows:

Table 6

6. Students' Pre-Test Results

No	Student	Pre-test score	Classification
1	AHK	7	Good
2	AN	7	Good
3	AR	6	Average
4	ATS	5	Poor
5	AF	5	Poor
6	AM	7	Good
7	AD	7	Good
8	ADH	7	Good
9	AA	6	Average
10	BA	6	Average
11	DDM	5	Poor
12	DH	5	Poor
13	DDS	5	Poor
14	DTA	6	Average
15	ER	7	Good
16	FFA	7	Good
17	IAS	7	Good
18	IF	9	Very good
19	JSG	7	Good

20	JS	7	Good
21	MFP	7	Good
22	EMS	7	Good
23	MS	5	Poor
24	MHP	5	Poor
25	MIS	5	Poor
26	MZ	7	Good
27	RA	7	Good
28	RR	7	Good
29	RF	7	Good
30	RS	6	Average
31	RK	6	Average
32	TA	6	Average
33	VS	7	Good
34	VKD	7	Good
35	WDS	7	Good
36	ZN	7	Good

The data shown above represents the individual student test results from the experimental class pre-test, which did not use the role-playing method. According to the data presented above, the experimental class students in class XI IPS 3 successfully completed the pre-test using the role-playing method. When students took a pre-test, the lowest result was 5, with a total of 8 students, and the highest result was 9, with a total of 1 student.

To find the results of the pre-test, researcher used the SPSS 21 program for windows. The pre-test results are shown in the table below:

Table 7

Pre-Test of experimental Class

Descriptive Statistics

Pre test

N	Valid	36
	Missing	0
Mean		6.
Median		7.
Mode		7.
Std. Deviation		1.30445
Variance		1.702
Range		4.
Minimum		5.
Maximum		9.

Source: SPSS 21

Based on the table above, it can be said the Mean Score of the pretest is 6, and the maximum score is 9, with the standard deviation is 1.30045 and variance is 1.207. After the researcher gave the treatment using the role play method, the results of the post test were obtained which can be seen below:

Table 8

8. Students' Post-Test Results

No	Student	Total	Classification
1	AHK	7	Good
2	AN	7	Good
3	AR	7	Good
4	ATS	6	Average
5	AF	6	Average
6	AM	7	Good
7	AD	7	Average
8	ADH	9	Very good
9	AA	9	Very good
10	BA	9	Very good
11	DDM	7	Good
12	DH	7	Good
13	DDS	7	Good
14	DTA	9	Very good
15	ER	9	Very good
16	FFA	7	Good
17	IAS	7	Good
18	IF	7	Good
19	JSG	7	Good
20	JS	7	Good
21	MFP	9	Very good
22	EMS	9	Very good
23	MS	6	Average
24	MHP	6	Average
25	MIS	6	Average
26	MZ	9	Very good
27	RA	9	Very good
28	RR	9	Very good
29	RF	7	Good
30	RS	7	Good
31	RK	9	Very good
32	TA	6	Average
33	VS	7	Good
34	VKD	7	Good
35	WDS	6	Average
36	ZN	6	Average

The results of the post-test generated by the Experimental Class (XI IPS 3), may be found in the data table of student test scores above. It is clear that the highest post-test result, obtained with a total of 11 students, is 9, and the lowest results, obtained with a total of 8 students, is 6. The comparison of student results from the pre-test and post-test in this experimental class shows a considerable difference in value, as can be seen from the table above. Since the biggest change is 9, it can be concluded that teaching speaking skills to students through role play method has been effective. To find the results of the pre-test, researcher used the SPSS 21 program for windows. The pre-test results are shown in the table below :

Table 9

Post-Test Results of experimental Class

Descriptive Statistics

post test

N	Valid	36
	Missing	0
Mean		8.
Median		8.
Mode		7.
Std. Deviation		1.13074
Variance		1.279
Range		3
Minimum		7
Maximum		10

Source: SPSS21

The results of the post test data above show that the mean value is 8 greater than the mean value in the pre test which is 6, while for the median value in the post test is8, for a standard deviation value of 1.1230 with a minimum of 7 and a maximum of 10, this shows that there is a change in the results of post test score students after being given treatment with the role play method.

After the researcher gave the pre-test to students, the researcher then gave treatment using the role play method for students, as can be seen below:

Table 10

Treatments Results

On February 23, 2023, the researcher entered class XI IPS 3, the condition of the class that was going to enter English class, there were 36 students present that day. The researcher tells the purpose of coming to the class and tells what the student will do. The researcher asked the students to form a group of 5 consisting of 5-7 people. After they got their respective groups, the researcher gave them pre-test papers and explained how to do the task. After that students choose the topics given and they start making dialogues, then the dialogues that have been made will be presented the next day.
the next day, 28 February 2023, after making dialogues, the researcher asked students to memorize the dialogues they made for 20 minutes, after that they presented the dialogues without using role play, then the researchers asked 5 groups to present their dialogues, after getting the results of these two groups, the researcher will continue the post-test with role play method on the next day.
on March 2, 2023, after collecting pre-test data, the researcher continued the post-test session where, at this meeting, the role-playing method was carried out, the same was the case with the pre-test, with the same group but different topics, students had to choose the given topic and also choose a role in the

topic after they choose it the researcher asks the students to make a dialogue then memorize it to be displayed at the next meeting.
On March 7, 2023, students asked for additional time to memorize the dialogue they had made, the researcher gave them 20 minutes to memorize it, after the time had passed, the researcher asked students to present their topic, 2 groups successfully presented their topic, for three groups others were carried out on the last day of the study.
On the last day, March 14, 2023. the researchers continued for the next group to present their results, after the three groups presented their topics, the researchers re-evaluated the learning that had been carried out during these 6 meetings.
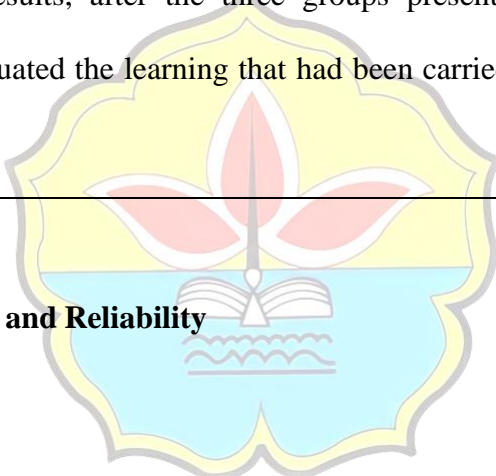
4.1.4 The test of Validity and Reliability

4.1.4.1 Validity Test

     A data can be said to be valid if the data has research instrument that can be trusted to be true according to data in the field. According to Hughes, (2003) a valid test must assigned based on consistently accurate measurement. By eliminating all non-relevant testable variables, it must measure what should be measured. Making essays is not a valid test when speaking ability is being assessed because it doesn't reveal information about how test-taker speaks. As a result, it might not affect test- takers' abilities in real life. The indicators that were selected are valid since its cover

the criteria required to evaluate the speaking test, including fluency, grammar, vocabulary, comprehension, and pronunciation.

4.1.4.2 Reliability Test

Researchers use measuring tools used by Nunan (2009) To make a test reliable, consistent score measurement is essential. A clear scoring system and criteria are also essential. A valid test may occasionally not be a reliable test. A test creator should, nevertheless, make every effort to keep a dependable test as valid as possible. Speaking tests require a dependable scoring system, therefore test takers must set one up in advance of the speaking portion of the test. The things on it ought to cover every facet of what is expected of the pupils in terms of assessment. To ensure that each student's ability is accurately displayed, the weight of the score must also be indicated clearly on the form.

4.1.4.3 Normality test

A normality test determines whether a sample of data was drawn from a population that is regularly distributed. The normality test was measured using One-Sample Kolmogorov-Smirnov method in this research. If the value of Sig. Kolmogorov-Smirnov test > (a=0,05), the data is declared normally distributed. If the value of Sig. Kolmogorv-Smirnov test <(a=0,05), the data is declared not normally distributed. The following is the result of this research normality test:
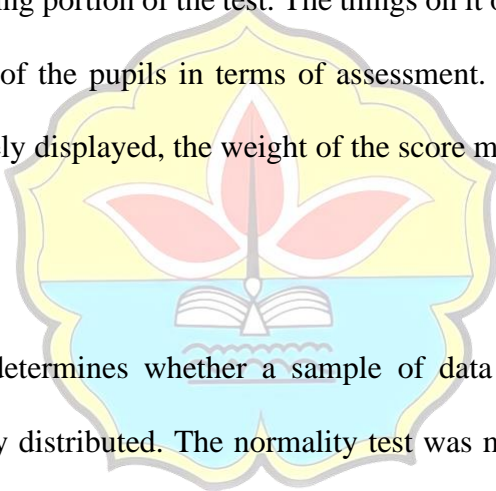
Table 11
Normality Testing of Experiment Class

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		36
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	1.10785623
Most Extreme Differences	Absolute	.252
	Positive	.252
	Negative	-.190
Kolmogorov-Smirnov Z		1.514
Asymp. Sig. (2-tailed)		.020

Source: SPSS21

According to the result above, the data is normally distributed because of the *Sig*. Kolmogorov-Smirnov test result shows that the data for the experiment class (XI IPS 3) is normally distributed because of *Sig*. Kolmogorov-Smirnov is 0,020 > (a=0,05). As a results, it is concluded that the research data for both the pretest and posttest of experiment classes are normally distributed.

4.1.4.4 Hypothesis Test

Researcher used Paired Samples Test to find out the different Null Hypothesis (*Ha*): There is a significant effect of role play methods towards students' speaking skills in eleventh grade at senior high school number 9 Jambi city, and Alternative Hypothesis (*Ho*) There is no significant effect of role play methods towards students' speaking skills in eleventh grade at senior high school number 9 Jambi city.

Table 12
Hypothesis testing results

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 pretest experimental - posttest experimental	-1.194	1.546	.258	-1.717	-.671	-4.636	35	.000

Source: SPSS21

Based on the output table of the t test results above, the value sig = 000 is obtained, which means it is smaller than a 0.05. Thus, Ho is rejected Ha is accepted this shows that role-play method doesn't affects students' speaking skills by -4.363
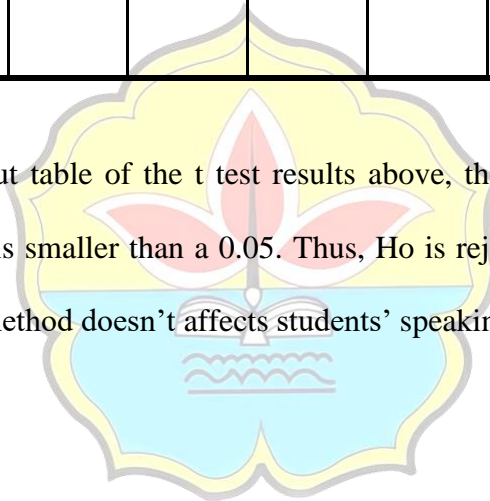
4.2 Discussions

This section discussed about the research findings that were discovered as a result of the data analysis that was conducted by the researcher to answer the research question provided in this study and to evaluate the significance of this research. in collecting the data, this study was conducted in Senior High School Number 9 Jambi City.

The researcher used SPSS 21 for windows to examine data on students test results. Can be started from the Experimental Class which has an average pre-test score of 6 and a post-test score of 8. This show that the post test is higher than the pre test result.

The normality test is shows that the data is normally distributed because of the Sig. Kolmogorov-Smirnov test result shows that the data for the experiment class (XI IPS 3) is normally distributed because of Sig. Kolmogorov-Smirnov is 0,020 > (a=0,05).

As a results, it is concluded that the research data for both the pretest and post test of experimental classes are normally distributed. Researcher used Paired Samples Test to find out the different Null Hypothesis (***Ha***): There is a significant effect of role play methods towards students' speaking skills in eleventh grade at senior high school number 9 Jambi city, and Alternative Hypothesis (***Ho***) There is no significant effect of role play methods towards students' speaking skills in eleventh grade at senior high school number 9 Jambi city.

On the output table of the t test results above, the value sig = 000 is obtained, which means it is smaller than a 0.05. Thus, Ho is rejected Ha is accepted this shows that role-play method doesn't affects students' speaking skills by -4.363.

Based on this research at Senior High School Number 9 Jambi City, it can be concluded that this method not really affect students speaking skills for many reasons, it can be the students' already taught by different effective method.

With the above results researchers have not found any significance to the hypothesis this is because The problem with a non-significant result is that it's ambiguous, It could mean that the null hypothesis is true that there really is no effect or because indeed the students who are given treatment are already accustomed to using this method in the lesson. The Null hypothesis is a hypothesis that does not no difference, no effect, nothing influence, that's why the null hypothesis is also called Null Hypothesis, a hypothesis that is nothing (null).

The researchers gave a pre-test in the experimental class, they were required to make their own dialogue with the topics that had been given. after making a dialogue the next day students are asked to memorize the dialogue and will be presented with their respective groups.

To take post-test data, the researcher gave students a topic and they chose the topic and required them to memorize the dialogue then it was presented and recorded by the researcher, after the researcher got the results from the pre test and post test, the researcher immediately analyzed the results of the research.

after analyzing, the researcher got the results of this study, namely the results show that the data for the experiment class (XI IPS 3) is normally distributed because of Sig. Kolmogorov-Smirnov is $0.020 > (a=0.05)$. and t-count -4.363 and sig 2 000, t this shows that the relationship between the two variables is negative and significant, among other things, the relationship between the two variables is significantly inverted, if variable a increases significantly, variable b will also decrease significantly.

CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1 Conclusions

Following the data analysis, the researcher reached the following conclusions:

1. The students' speaking skill at experiment class mean score was 6,89 in pre test, with minimum score was 5, and maximum score was 9. Meanwhile, the students' speaking skills score after being taught through Role-Play got mean score 8,08 in the post-test, with the minimum score was 7 and the maximum score was 10.
2. The results for hypothesis testing by paired samples test, show that . the *Sig* Value for XI IPS 3 as the Experiment Class is 0.000. which means Ho is rejected and Ha is accepted for the Experiment Class (XI IPS 3), meaning that this role-play method has no significant effect because of the result of the t count is -4,363, it is possible that the method does not really affect students because maybe students in schools have been taught by other methods.
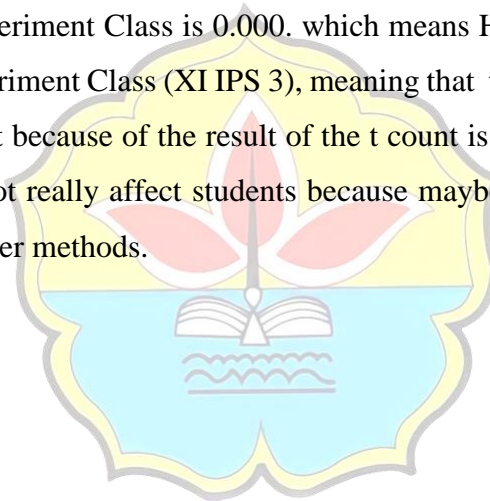
5.2 Suggestions

Regarding the previous conclusions, the researcher would make the following suggestions:

1. To improve their speaking and understanding skills, students must be accustomed to speaking casually without being embarrassed if there are wrong words. Students must understand by trying to speak English even a little bit it can hone their skills. To make students motivated to speak English, the teacher must choose the right media or method when teaching speaking material, especially understanding tenses material. Therefore, the researcher recommends the role-play method which can be used as a medium learning because this method makes students more active in the class.

2. This research can be carried out in several ways by future researchers. the researcher also considers using other methods to teach other speaking skills, such as writing and reading, which can be improved with the help of this study. The same study can be extended and carried out at different levels of students, such as junior high schools. This research methodology can also be carried out by other researchers.
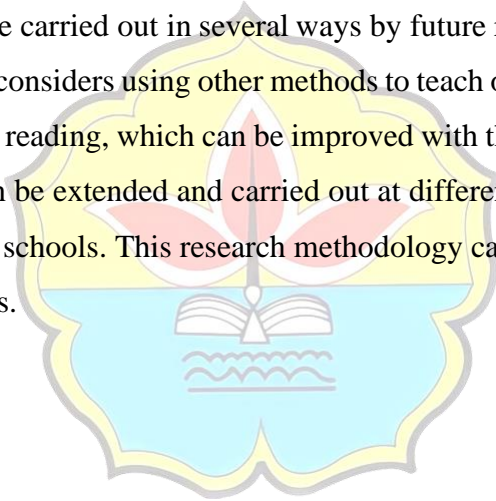
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APPENDICES

1. Rubric Score

The researcher used Brown (2001) rubric score to examining the test results of students' speaking skills:

Rubric Score

Scores	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension
1	Error in pronunciation are error frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language	Speaking vocabulary inadequate to express anything but the most elementary needs.	No specific fluency description. Refer to other four language areas for implied level of fluency.	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech repetition, or paraphrase
2	Accent is intelligible though often quite faulty	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar	Has speaking vocabulary sufficient to express himself simply with some circumlocutions	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family, and autobiographical information.	Can get the gist of most conversations of non technical subjects (i.e, topics that require no specialized knowledge)

Sco res	Pronunciation	Grammar	Vocabulary	Fluency	Comprehensi on
3	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.	Control of the grammar is good. Able to speak the language with sufficient structural.	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words	Comprehension is quite complete at a normal rate of speech
4	Error in pronunciation are quite rare.	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.	Can understand and participate in any conversation within the range of his/her experience with a high degree of percision of vocabulary	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency	Can understand any conversation within the range of his experience
5	Equivalent to and fully accepted by educated native speaker.	Equivalent to that of an educated native speaker..	Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary.	Has complete fluency in the language such that his speech fully accepted by educated native speakers	Equivalent to that of an educated native speaker

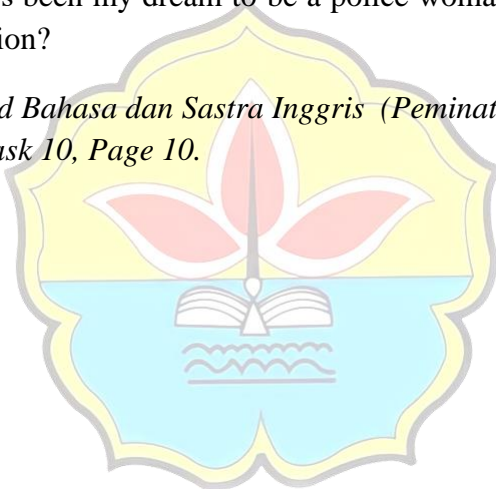*Source: Brown (2001) Rubric Score*

2. **Research Instrument**

Pre-test Instructions: Students are given a theme to talk with their peers in front of the class, a teacher and researcher who will give the score.

Instruction : Together with your gorup, determine the problem you want to discuss, make a dialogue then present your dialogue in front of the class. Akan diberikan waktu selama 10-15 menit untuk menentukan topik, dan membuat dialognya.

First Problem : I want to celebrate my birthday, but my parents don't permit me to invite my classmate due to the pandemic of Covid-19. What should I do?

Second Problem : it's been my dream to be a police woman, but I can't swim. What's your suggestion?

Source : LKS Zamrud Bahasa dan Sastra Inggris (Peminatan) | Kelas XI SMA/MA – 1 /PN. Task 10, Page 10.

-Research Instrument

Post-test Instructions: Students are given a theme to talk with their peers in front of the class, a teacher and researcher who will give the score.

Instruction : Together with a seatmate, determine the problem you want to discuss, make a dialogue then present your dialogue in front of the class. Akan diberikan waktu selama 10-15 menit untuk menentukan topik, dan membuat dialognya.

First Problem : I've lied to my best friend about her lost ring. I'm afraid that she may be upset if she knows the truth. Please tell me what to do.

Second Problem : I always want to help my mother cook, but she doesn't trust me. She says that I can't cook, do you have any suggestions?

Source : LKS Zamrud Bahasa dan Sastra Inggris (Peminatan) | Kelas XI SMA/MA – 1 /PN. Task 10, Page 10.
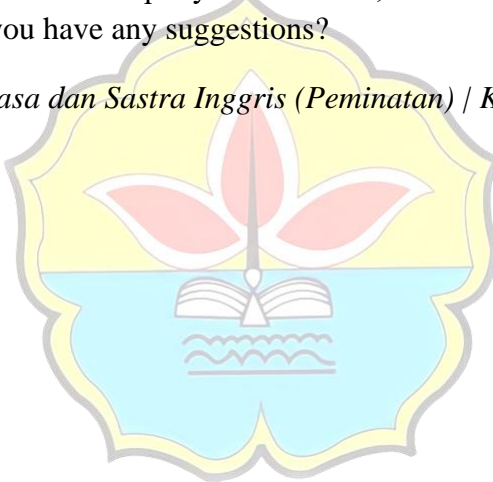
Date:

No.:

On a sunny sunday morning the child want's to help the mother who is cooking .

Tuty : What are you doing mom ?

Vidya : Vidya is a wake , mom is cooking

Tuty : yes mam, Tuty is a wake , what are you cooking ?

Vidya : I'm cooking soup right now .

Tuty : can Tuty help mam ?

Vidya : you don't have to , I can do it myself

On sunday afternoon , when working a group of Tuty friends come to the house

Rehan : finally, our task is finished

Tuty : Guys , I want to tell you this

liza : What wrong Tuty ?

Tuty : this morning I wanted to help mam cook but it was'nt allowed

Joe : why not allowed ?

Tuty : because last time when I help my mam to cook, her food become salty

kido : maybe you should learn how to cook

fahri : or not you can join the cooking course

Rehan : why don't you just learn how to cook from youtube ?

Tuty : Thanks for the advice my friend's , I will try to learn how to cook from youtube .

No.: **Kelompok 1**   Date:

1.) Regita Abyudaya P   R   5.) M. Irfan saputra   M
2.) Ika Ayunda safitri   I   6.) Mian hot parulian   M
3.) Rhodiah Riesmawari   R   7.) Riyansyah Sawalludin   R
4.) Annisa dessana   A   8.) Verolitan sranipar   √

✓ One morning, Regita was confused looking for his lost ring at scho

Rhodiah ; Why regita?

Regita : I'm looking for my lost ring

Ika : Where did you put it before?

Regita : last time, I put it on the table

Annisa : Try asking those in the class earlier

Regita : Riyan, did you see my ring that I put on the table?

Riyan : No, I didn't see it because I was sleeping

✓ The time came when the bell rang, there was a group of students
consisting of 4 people walking towards the gate

Irfan : Guys, I'm confused about who to tell, I'm really seared

Mian : Confused and ~~scared~~ scared, why?

Vero : Yes what's wrong irfan?

Irfan : Actually earlier I took the ring that was on the regita table

Ika : Oh, yeah before Regita lost the ring, he looks very confused, you should
just return the ring to Regita

Mian ; Yes, what ika said is true, because it's not yours

Irfan : Ok! tomorrow I will return it. thank you guys
for the suggestion.

Kelompok 2

NAMA :

1) MADER EFTARIA
2) ISMY FADHLIYA
3) ADItya Nugraha
4) ABDUl Hakim
5) ZAKARIA
6) ROZAN KURNIAWAN
7) RidHo Firmansyah

Mader = hi guys..

all = hai..

Mader = I recently wanted to learn how to cook, can you give me some advice ? So I can cook.

Ismy = tRy to ask your mother or your Sister about the right way to cook.

Ridho = yes, that's right, or you Can Search on the internet or you can also wath It on youtube.

HAKIM = keep trying or you can take Cooking lessons.

zAKaria = yes. You just Follow their advice.

OAKLEY

Dialog Birthday Happy Pony

Liza : Mom, liza birthday will be coming soon, right ? liza
really wants to have a party, mom ?

Vidya : Okay, daughter but I'll try asking your father first

Kido : good afternoon, daddy is home again what are
you doing ?

Vidya : Well, just right, dady just come home, so like this,
liza birthday will be coming soon

Liza : liza wants to have a birthday party, would you
allow it ??

Kido : so daughter, right now we are in a situation of
the covid-19 pandemic and it is forbidden to
hold events by inviting many people.

liza : So how about it, will dad allow it?

Kido : dad doesn't allow to have a party but if you
want you can just invite you best friend.

liza : thank you daddy

Kido : yes you're welcome my daughter.

(next day at school)

Tuty : Good morning liza, how are you ?

Liza : I'm very good news

Joe : liza why do you look so happy today ?
If it may know why ?

Rehan : yes what wrong za

liza : yes I am very happy because I will have
a small birthday party

3. Experimental Class Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Satuan Pendidikan   : SMA Negeri 9 Kota Jambi
Mata Pelajaran   : Bahasa Inggris
Kelas/Semester   : XI /Gasal
Tahun Pelajaran   2023
Materi Pokok   : Speaking Skill
Alokasi Waktu   : 2 x 35 menit (1 pertemuan)

A. Kompetensi Inti
1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerja sama, toleran, damai), santun, responsif, dan proaktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar
3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan should, can.)

4.1 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai dengan konteks.

C. Indikator
1. Menangkap informasi spesifik pada dialog.
2. Siswa mengetahui hal – hal dalam berbicara memberi saran dalam sebuah dialog.

D. Tujuan Pembelajaran
1. Siswa dapat memahami ungkapan yang digunakan saat berdialog.
2. Siswa diharapkan memahami hal-hal tentang member saran.

3. Siswa dapat mengindentifikasi berbagai ekspresi yang digunakan saat berdialog tentang saran.

E. Metode Pembelajaran

Role Play

F. Langkah Langkah Pembelajaran – Pertemuan ke-1 (2 JP)

    a. Pendahuluan

- Guru Mengawali pertemuan di kelas denga berdoa, menanyakan kabar siswa.
- Siswa akan diabsen terlebih dahulu oleh guru.
- Guru menyampaikan informasi mengenai pembelajaran yang akan dilaksanakan.

    b. Inti

- Guru memberikan penjelasan tentang apa itu role-play
- Menjelaskan langkah-langkah role-play, dan digunakan untuk materi apa saja
- Menjelaskan kegunaan role-play terhadap keterampilan berbicara
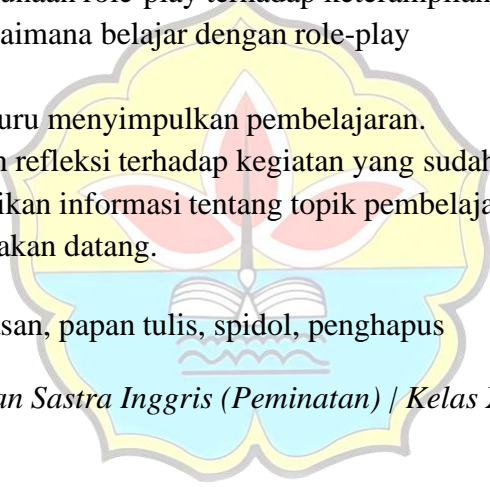- Menjelaskan bagaimana belajar dengan role-play

    c. penutup

- Siswa bersama guru menyimpulkan pembelajaran.
- Siswa melakukan refleksi terhadap kegiatan yang sudah dilakukan.
- Guru menyampaikan informasi tentang topik pembelajaran untuk pertemuan yang akan datang.

G. Media Pembelajaran

- Kertas pembahasan, papan tulis, spidol, penghapus

H. Sumber

LKS Zamrud Bahasa dan Sastra Inggris (Peminatan) | Kelas XI SMA/MA – 1 /PN. Task 10, Page 10.

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Satuan Pendidikan   : SMA Negeri 9 Kota Jambi
Mata Pelajaran   : Bahasa Inggris
Kelas/Semester   : XI /Gasal
Tahun Pelajaran   2023
Materi Pokok   : Speaking Skill
Alokasi Waktu   : 2 x 35 menit (1 pertemuan)

A. Kompetensi Inti
1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerja sama, toleran, damai), santun, responsif, dan proaktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar
1.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan should, can.)

4.1 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai dengan konteks.

C. Indikator
a. Menangkap informasi spesifik pada dialog.
b. Siswa mengetahui hal – hal dalam berbicara memberi saran dalam sebuah dialog.

D. Tujuan Pembelajaran
a. Siswa dapat memahami ungkapan yang digunakan saat berdialog.
b. Siswa diharapkan memahami hal-hal tentang member saran.
c. Siswa dapat mengindentifikasi berbagai ekspresi yang digunakan saat berdialog tentang saran.

E. Metode Pembelajaran

    Role Play

F. Langkah Langkah Pembelajaran – Pertemuan ke-2 (2 JP)

  a. Pendahuluan

- Guru Mengawali pertemuan di kelas denga berdoa, menanyakan kabar siswa.
- Siswa akan diabsen terlebih dahulu oleh guru.
- Guru menyampaikan informasi mengenai pembelajaran yang akan dilaksanakan.

  b. Inti

- Setelah menjelaskan tentang role-play di pertemuan sebelumnya, guru meminta murid untuk membentuk kelompok sebanyak 7- 8 orang
- Lalu setelah kelompok itu terbentuk, guru meminta siswa untuk mereka duduk sesuai nomor kelompok masing-masing.
- Lalu guru menjelaskan apa yang akan dilakukan
- Guru memberikan kertas berisikan topik yang harus mereka pilih, ada 2 topik dengan pembahasan berbeda.
- Setelah murid memilih topik tersebut, guru meminta murid untuk membuat dialog yang sesuai dengan pembahasan yang di pilih.
- Setelah mereka membuat dialog, guru membuat arahan untuk menghapalkan dialog tersebut dan akan di lakukan pertemuan berikutnya.

  c. penutup

- Siswa bersama guru menyimpulkan pembelajaran.
- Siswa melakukan refleksi terhadap kegiatan yang sudah dilakukan.
- Guru menyampaikan informasi tentang topik pembelajaran untuk pertemuan yang akan datang.

G. Media Pembelajaran

- Kertas pembahasan, papan tulis, spidol, penghapus

H. Sumber

LKS Zamrud Bahasa dan Sastra Inggris (Peminatan) | Kelas XI SMA/MA – 1 /PN. Task 10, Page 10.

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Satuan Pendidikan : SMA Negeri 9 Kota Jambi
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI /Gasal
Tahun Pelajaran 2023
Materi Pokok : Speaking Skill
Alokasi Waktu : 2 x 35 menit (1 pertemuan)

A. Kompetensi Inti
1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerja sama, toleran, damai), santun, responsif, dan proaktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar
3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan should, can.)

4.1 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai dengan konteks.

C. Indikator
a. Menangkap informasi spesifik pada dialog.
b. Siswa mengetahui hal – hal dalam berbicara memberi saran dalam sebuah dialog.

D. Tujuan Pembelajaran
a. Siswa dapat memahami ungkapan yang digunakan saat berdialog.
b. Siswa diharapkan memahami hal-hal tentang member saran.
c. Siswa dapat mengindentifikasi berbagai ekspresi yang digunakan saat berdialog tentang saran.

E. Metode Pembelajaran
   Role Play

F. Langkah Langkah Pembelajaran – Pertemuan ke-3 (2 JP)
   a. Pendahuluan
   ▪ Guru Mengawali pertemuan di kelas denga berdoa, menanyakan kabar siswa.
   ▪ Siswa akan diabsen terlebih dahulu oleh guru.
   ▪ Guru menyampaikan informasi mengenai pembelajaran yang akan dilaksanakan.

   b. Inti
   ▪ Guru meminta untuk kelompok pertama mempresentasikan dialog mereka dan direkam oleh guru.
   ▪ Lalu melanjutkan ke kelompok berikutnya
   ▪ Setelah semua kelompok selesai, guru memberikan penjelasan tentang topic yang akan dibahas di pertemuan berikutnya

   c. penutup
   ▪ Siswa bersama guru menyimpulkan pembelajaran.
   ▪ Siswa melakukan refleksi terhadap kegiatan yang sudah dilakukan.
   ▪ Guru menyampaikan informasi tentang topik pembelajaran untuk pertemuan yang akan datang.

G. Media Pembelajaran
   - Kertas pembahasan, papan tulis, spidol, penghapus

H. Sumber
LKS Zamrud Bahasa dan Sastra Inggris (Peminatan) | Kelas XI SMA/MA – 1 /PN. Task 10, Page 10.

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Satuan Pendidikan   : SMA Negeri 9 Kota Jambi
Mata Pelajaran   : Bahasa Inggris
Kelas/Semester   : XI /Gasal
Tahun Pelajaran   2023
Materi Pokok   : Speaking Skill
Alokasi Waktu   : 2 x 35 menit (1 pertemuan)

A. Kompetensi Inti
1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerja sama, toleran, damai), santun, responsif, dan proaktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar
3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan should, can.)

 4.1 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai dengan konteks.

C. Indikator
a. Menangkap informasi spesifik pada dialog.
b. Siswa mengetahui hal – hal dalam berbicara memberi saran dalam sebuah dialog.

D. Tujuan Pembelajaran
a. Siswa dapat memahami ungkapan yang digunakan saat berdialog.
b. Siswa diharapkan memahami hal-hal tentang member saran.
c. Siswa dapat mengindentifikasi berbagai ekspresi yang digunakan saat berdialog tentang saran.

E. Metode Pembelajaran
   Role Play
F. Langkah Langkah Pembelajaran – Pertemuan ke-4 (2 JP)
   a. Pendahuluan
   - Guru Mengawali pertemuan di kelas denga berdoa, menanyakan kabar siswa.
   - Siswa akan diabsen terlebih dahulu oleh guru.
   - Guru menyampaikan informasi mengenai pembelajaran yang akan dilaksanakan.

   b. Inti
   - Guru menejelaskan tentang topic yang akan di pilih oleh siswa seperti pertemuan sebelumnya
   - Guru mempersilahkan murid untuk membuat dan menghapal dialog
   - Guru mempersilahkan murid untuk mempresentasikan dialog kelompoknya.
   - Setelah semua kelompok selesai, guru dan siswa berdiskusi bersama terkait materi yang di ajarkan

   c. penutup
   - Siswa bersama guru menyimpulkan pembelajaran.
   - Siswa melakukan refleksi terhadap kegiatan yang sudah dilakukan.
   - Guru menyampaikan informasi tentang topik pembelajaran untuk pertemuan yang akan datang.

G. Media Pembelajaran
   - Kertas pembahasan, papan tulis, spidol, penghapus
H. Sumber
   LKS Zamrud Bahasa dan Sastra Inggris (Peminatan) | Kelas XI SMA/MA – 1 /PN. Task 10, Page 10.

4. Normality Testing of Experimental Class

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		36
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	1.10785623
Most Extreme Differences	Absolute	.252
	Positive	.252
	Negative	-.190
Kolmogorov-Smirnov Z		1.514
Asymp. Sig. (2-tailed)		.020

5. Hypothesis Testing

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	pretest experimental - posttest experimental	-1.194	1.546	.258	-1.717	-.671	-4.636	35	.000

6. T-Table

Df \ Pr	0.25 \ 0.50	0.10 \ 0.20	0.05 \ 0.10	0.025 \ 0.050	0.01 \ 0.02	0.005 \ 0.010	0.001 \ 0.002
1	1.00000	3.07768	6.31375	12.70620	31.82052	63.65674	318.30884
2	0.81650	1.88562	2.91999	4.30265	6.96456	9.92484	22.32712
3	0.76489	1.63774	2.35336	3.18245	4.54070	5.84091	10.21453
4	0.74070	1.53321	2.13185	2.77645	3.74695	4.60409	7.17318
5	0.72669	1.47588	2.01505	2.57058	3.36493	4.03214	5.89343
6	0.71756	1.43976	1.94318	2.44691	3.14267	3.70743	5.20763
7	0.71114	1.41492	1.89458	2.36462	2.99795	3.49948	4.78529
8	0.70639	1.39682	1.85955	2.30600	2.89646	3.35539	4.50079
9	0.70272	1.38303	1.83311	2.26216	2.82144	3.24984	4.29681
10	0.69981	1.37218	1.81246	2.22814	2.76377	3.16927	4.14370
11	0.69745	1.36343	1.79588	2.20099	2.71808	3.10581	4.02470
12	0.69548	1.35622	1.78229	2.17881	2.68100	3.05454	3.92963
13	0.69383	1.35017	1.77093	2.16037	2.65031	3.01228	3.85198
14	0.69242	1.34503	1.76131	2.14479	2.62449	2.97684	3.78739
15	0.69120	1.34061	1.75305	2.13145	2.60248	2.94671	3.73283
16	0.69013	1.33676	1.74588	2.11991	2.58349	2.92078	3.68615
17	0.68920	1.33338	1.73961	2.10982	2.56693	2.89823	3.64577
18	0.68836	1.33039	1.73406	2.10092	2.55238	2.87844	3.61048
19	0.68762	1.32773	1.72913	2.09302	2.53948	2.86093	3.57940
20	0.68695	1.32534	1.72472	2.08596	2.52798	2.84534	3.55181
21	0.68635	1.32319	1.72074	2.07961	2.51765	2.83136	3.52715
22	0.68581	1.32124	1.71714	2.07387	2.50832	2.81876	3.50499
23	0.68531	1.31946	1.71387	2.06866	2.49987	2.80734	3.48496
24	0.68485	1.31784	1.71088	2.06390	2.49216	2.79694	3.46678
25	0.68443	1.31635	1.70814	2.05954	2.48511	2.78744	3.45019
26	0.68404	1.31497	1.70562	2.05553	2.47863	2.77871	3.43500
27	0.68368	1.31370	1.70329	2.05183	2.47266	2.77068	3.42103
28	0.68335	1.31253	1.70113	2.04841	2.46714	2.76326	3.40816
29	0.68304	1.31143	1.69913	2.04523	2.46202	2.75639	3.39624
30	0.68276	1.31042	1.69726	2.04227	2.45726	2.75000	3.38518
31	0.68249	1.30946	1.69552	2.03951	2.45282	2.74404	3.37490
32	0.68223	1.30857	1.69389	2.03693	2.44868	2.73848	3.36531
33	0.68200	1.30774	1.69236	2.03452	2.44479	2.73328	3.35634
34	0.68177	1.30695	1.69092	2.03224	2.44115	2.72839	3.34793
35	0.68156	1.30621	1.68957	2.03011	2.43772	2.72381	3.34005
36	0.68137	1.30551	1.68830	2.02809	2.43449	2.71948	3.33262
37	0.68118	1.30485	1.68709	2.02619	2.43145	2.71541	3.32563
38	0.68100	1.30423	1.68595	2.02439	2.42857	2.71156	3.31903
39	0.68083	1.30364	1.68488	2.02269	2.42584	2.70791	3.31279
40	0.68067	1.30308	1.68385	2.02108	2.42326	2.70446	3.30688

9. Research Proof

PEMERINTAH PROVINSI JAMBI
DINAS PENDIDIKAN
SMA NEGERI 9 KOTA JAMBI

Jl. Berdikari Kel. Payo Selincah Kec. Paal Merah - Email: sman9_jambi@yahoo.co.id

SURAT KETERANGAN
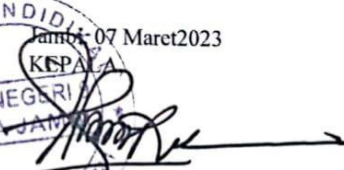Nomor : 422.1/ 086 /SKet/SMAN9-KJ/III/2023

Yang bertanda tangan di bawah ini Kepala Sekolah Menengah Negeri 9 Kota Jambi dengan ini menerangkan bahwa :

NAMA	: SYARAH SICILIA AMARI
NIM	: 1900888203015
Program Studi	: Pendidikan Bahasa Inggris

Telah melaksanakan penelitian di SMA Negeri 9 Kota Jambi yang dilaksanakan pada tanggal 23 Februari 2023 dengan judul penelitian :

"THE EFFECT OF ROLEPLAY METHODS TOWARD STUDENTS' SPEAKING SKILLS IN GRADE XI SENIOR HIGH SCHOOL NUMBER 9 JAMBI CITY".

Demikianlah surat keterangan ini diberikan kepada yang bersangkutan untuk dapat dipergunakan seperlunya.

Jambi, 07 Maret 2023
KEPALA

Dr. ZAMRONI, S. Ag., M. Pd. I.
Pembina, IVa
Nip. 19740505 200312 1 008

Tembusan.
1. Arsip

10. Validator Paper

PEMERINTAH PROVINSI JAMBI
DINAS PENDIDIKAN
SMA NEGERI 9 KOTA JAMBI
Jl. Berdikari Kel. Payo Selincah Kec. Paal Merah - Email: sman9_jambi@yahoo.co.id

SURAT KETERENGAN
No. 422.1/08₹ /SKet/SMAN9-KJ/III/2023

Yang bertanda tangan dibawah ini, telah menjadi validator data dari penelitian yang dilaksanakan di SMA NEGERI 9 Kota Jambi dan hasil penelitian tersebut akan dipergunakan sebagai bahan penyusun skripsi.

Nama : Werdayati, S.Pd.

NIP : 197308242000032007

Jabatan : Guru Mata Pelajaran Bahasa Inggris
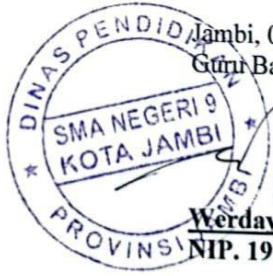
Unit Kerja : SMA Negeri 9 Kota Jambi

Dengan skripsi atas nama :

Nama : Syarah Sicilia Amari

NIM : 1900888203015

Prodi : Pendidikan Bahasa Inggris

Judul Skripsi : The Effect of RolePlay Methods toward students' speaking skills in grade XI Senior High School Number 9 Jambi City.

Demikian Surat Keterangan ini kami berikan kepada yang bersangkutan untuk dapat dipergunakan sebagaimana semestinya.

Jambi, 07 Maret 2023
Guru Bahasa Inggris,

Werdayati, S.Pd
NIP. 197308242000032007

DOCUMENTATIONS