USING ROLE PLAY METHOD TO IMPROVE STUDENTS' SPEAKING SKILLS AT SENIOR HIGH SCHOOL

SKRIPSI

ONA MARTA IYARMASA
C1A121002

PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MEGAREZKY
MAKASSAR
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Oleh

ONA MARTA IYARMASA

C1A121002

PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MEGAREZKY
MAKASSAR
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PERSETUJUAN PEMBIMBING

Pembimbing yang ditunjuk berdasarkan surat keputusan Dekan FKIP Universitas Megarezky Nomor: 272/SK/091056 03/XI/2024 Tanggal 13 November 2024 untuk membimbing saudara

Nama Mahasiswa	:	Ona Marta Iyarmasa
NIM	:	C1A121002
Program Studi	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	Using role play method to improve students' speaking skill at senior high school

Makassar, 15 Juli 2025

Ona Marta Iyarmasa
NIM. C1A121002

Pembimbing I	Pembimbing II
Dr. Muliaty Ibrahim,S.S.,M.Pd	Dr. Abdul Malik Iskandar, S.Ag.,M.Si.
NIDN. 0914097702	NIDN. 0914106901

HALAMAN PENGESAHAN

Judul : Using role play method to improve students speaking skill at senior high schol

Nama Mahasiswa : Ona Marta Iyarmasa

NIM : C1A121002

Program Studi : Pendidikan Bahasa Inggris

Menyatakan bahwa skripsi ini telah diperiksa dan dapat diajukan di hadapan dewan penguji Proposal sarjana (S1) Program Studi Pendidikan Bahasa Inggris FKIP Universitas Megarezky.

Menyetujui,

Pembimbing I	**Pembimbing II**
Dr. Muliaty Ibrahim,S.S.,M.Pd	**Dr. Abdul Malik Iskandar, S.Ag.,M.Si.**
NIDN. 0914097702	**NIDN. 0914106901**

Diketahui
Ketua Prodi Studi
Pendidikan Bahasa Inggris
FKIP Universitas Megarezky

Dr. Muliaty Ibrahim,S.S.,M.Pd
NUPTK. 0914097702

MOTTO

"Because the future truly existed and your hope didn't disappear."

(Amsal 23:18)

DEDICATION

This thesis is proudly presented to all my family, especially to my beloved mother Yosepina Loulolia, my sisters, my best friend, and everyone who has kindly supported me all the time. Then, I dedicate this thesis to myself as a form of appreciation for trying my best and not giving up.

ABSTRACT

Ona Marta Iyarmasa, 2025, *Using role play method to improve students' speaking skill at Senior High School*. Dibimbing oleh Muliaty Ibrahim dan Abdul Malik Iskandar.

Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan metode bermain peran terhadap kemampuan berbicara siswa kelas XI SMA Negeri 13 Makassar pada tahun ajaran 2024/2025. Desain penelitian ini menggunakan metode semu eksperimen dengan pendekatan kuantitatif. Populasi penelitian ini adalah 72 siswa yang terbagi menjadi dua kelas yaitu kelas kontrol dan kelas eksperimen. Penelitian ini menggunakan pre-test dan post-test, kemudian dilanjutkan dengan tindakan (treatment) empat kali pertemuan menggunakan metode Role Play.

Data penelitian ini diperoleh melalui pre-test dan post-test, dimana peneliti mengambil nilai performa berbicara siswa. Hasil penelitian menunjukkan bahwa skor rata-rata pre-test siswa pada kelas kontrol adalah 63.00 dan post-test adalah 73.50, sedangkan nilai rata-rata pre-test pada kelas eksperimen adalah 68.36 dan post-test adalah 78.86. Terdapat perbedaan yang signifikan dari skor rata-rata pada kelas eksperimen. Nilai tersebut meningkat sebesar 7,9 setelah diberikan tindakan (treatment) dengan tingkat signifikansi 0,000 < 0,05, maka H0 ditolak dan H1 diterima. Berdasarkan hasil penelitian ini dapat disimpulkan bahwa terdapat peningkatan kemampuan berbicara siswa dengan menggunakan metode bermain peran (role play) pada siswa kelas XI 5 dan XI 6 SMA Negeri 13Makassar.

Kata Kunci: Kemampuan Berbicara, Metode Bermain Peran.

ABSTRACT

Ona Marta Iyarmasa, 2025. Using the Role Play Method to Improve Students' Speaking Skills at Senior High School (Supervised by Muliaty Ibrahim and Abdul Malik Iskandar).

This study aims to examine the effect of using the role play method on the speaking skills of eleventh-grade students at SMA Negeri 13 Makassar in the 2024/2025 academic year. The research design employed a quasi-experimental method with a quantitative approach. The study population consisted of 72 students divided into two classes: a control class and an experimental class. The research involved administering a pre-test and post-test, followed by four treatment sessions using the role play method. Data were collected through the pre-test and post-test, in which students' speaking performance scores were evaluated. The results showed that the average pre-test score of the control group was 63.00, increasing to 73.50 in the post-test. In the experimental group, the average pre-test score was 68.36, rising to 78.86 in the post-test. There was a significant difference in the mean scores of the experimental class, with an increase of 7.9 points after the treatment. The significance level was 0.000 < 0.05, indicating that the null hypothesis (H0) was rejected and the alternative hypothesis (H1) was accepted. Based on these findings, it can be concluded that the use of the role play method significantly improved the speaking skills of eleventh-grade students (classes XI-5 and XI-6) at SMA Negeri 13 Makassar.

Keywords: Speaking Skills, Role Play Method



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She is aware that this thesis still has many shortcomings. Therefore, she welcomes any constructive criticism and suggestions for the perfection of this work in the future. In conclusion, I hope that this thesis will provide benefits to readers and contribute to the development of knowledge.

Makassar, 20 July 2025

Researcher

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CHAPTER I

INTRODUCTION

A. Background

English is one of the most important languages to learn because English is a A way to communicate with other people in every condition (Ria Rezeki et al., 2022). In Indonesia, English has been a priority subject for students from Elementary to university levels to face the global changes (Lohing et al., 2022). Speaking is one of the most important skills to be developed and enhanced as a means of effective communication. One of the hardest parts of learning a language is thought to be speaking. It might be challenging for many language learners to express themselves orally. In general, they have trouble successfully expressing themselves in a foreign language. They cease communicating because they encounter mental barriers or are unable to find the right words and expressions. A solid command of spoken English is necessary in today's world of mass media (Leong & Ahmadi, 2017). Speaking is considered to be one of the most important skills of a language in learning a second or foreign language. Good speaking skills are the act of generating words that can be understood by listenerst (Parveen, 2016).

Both in the workplace and in education, speaking is very important. Speaking skill is measured by the skill to speak a language, especially English. The purpose of learning to speak is to educate the students, to be able to communicate contextually and meaningfully. Speaking is a process interact, the way to express our ideas, we generally use speaking as a means of communication in daily life.

According (Yuan Mambu et al., 2018) "Speaking is the process of conveying information in front of the public which requires good and orderly language skills so that listeners can understand what the material or information we convey means".

Speaking skills greatly influence the learning process. Good speaking skills help the students communicate in a way that is easy to understand and effective. The students become more confident when speaking in front of others because they can convey ideas and opinions fluently, which eases the process of exchanging information. They improve their ability to speak for themselves and deliver ideas or presentations after learning how to overcome fear and anxiety. Good speaking skills are essential in the workplace. The students have skills that help in job interviews, project presentations, and connecting with coworkers or clients. In the world of work, the students who have good speaking skills have a competitive advantage. The influence of speaking in learning is enormous. At school and college level, there are several phenomena about the limitations of learners in speaking English. Even more extreme is when English subject teachers themselves cannot speak to the students or fellow English teachers. This phenomenon may happen because many the students are reluctant to speak in English with others and with classmates (AISYAH, 2021). So, That's why speaking skills need to be improved.

Based on Parupalli Srinivas, (2019) speaking skills play a vital role as everything depends on the way how people communicate their messages with others. Teaching the students, especially senior high school students, to

communicate contextually and meaningfully is the goal of learning to speak. Senior High school students should have good speaking skills. It is not only useful for speaking in English, but also the students speaking well in situations such as group discussions, school presentations, and others.

Based on the researcher's observation during the PPL conducted at SMA Negeri 13 Makassar, the researcher found that there was a problem with the students' speaking skills of the eleventh-grade students at SMA Negeri 13 Makassar, particularly those in grade eleven. The students have difficulties with the English subject. This was caused by some factors. First, the students have anxiety and a lack of pronunciation. Second, the students have limited vocabulary. Lastly, the students' lack of self-confidence has limited their vocabulary. So, the students' speaking skills are very low.

To improve the students' speaking skills, the researcher uses role play method. Based on the above speaking problems, researchers can help the students overcome their problems in an interactive and meaningful way. It gives them the opportunity to improve their speaking in an organized and supportive environment and get feedback that helps them improve. To improve the students' speaking skills in senior high school, role play is a very effective method. The role play method is one of the interesting and effective learning methods to improve senior high school students' speaking skills. Based on (Rohmah et al., 2025) Affective, cognitive, and behavioral learning outcomes have all been successfully attained through the use of the role play method. In this method, the students will act as certain characters and simulate certain situations in real life.

Role play is a learning activity where the students act like other people and play a role in a particular situation according to the script they create. The students are asked to mimic the actual circumstances with various tasks from each understudy. Since English is not widely spoken in some countries, EFL educators can use role play strategies. Also, the students find it easier to ask questions and offer ideas while role playing because they are doing it legitimately. This is because the circumstances are taken into consideration. The students will be more confident to use vocabulary when speaking if they understand it. Thus, they will be able to speak fluently (Pratiwi, 2022).

According to Elisa, (2019) Role play can help teachers extend the classroom over time and provide a context for language to be used naturally. The classroom world expands to include the outside world, providing opportunities for the students to express themselves in more open ways and expanding feeling knowledge. Researchers have found that role play is very effective in improving the students' speaking skills. Role play makes students interested and actively involved in the teaching and learning process. Role play will make speaking and learning activities more fun and interesting. This is due to the fact that role play encourages shy the students to speak up when they are given the opportunity to do so. The students who have difficulty speaking are liberated.

The advantages of this research is to improving students' speaking skills in communicating in English using the role-play method. In addition to enhancing the students' confidence and critical thinking skills, this method is also highly interactive, creating a more effective and dynamic learning environment. Real

Context Practice, The students can learn to communicate in contexts that are more real and relevant to everyday life by playing characters in real situations. This enhances their understanding of language use in various contexts. Based on (Suyunovna, 2022) Due of its usefulness, role play has been used for a very long time. Role play helps the students communicate and enhances their ability to talk in any setting. Regarding the shy students, role-playing aids by offering a disguise that frees those who struggle with communication. It's also enjoyable, and most students will concur that having fun improves learning.

To increase the students' confidence in speaking, they have to use language spontaneously while interacting with their classmates. Enhancing Creativity: The students can enhance their creativity by creating different dialogues, situations, and interactions while playing the role of a particular character. This enhances their understanding of different ways to communicate. Strengthens Collaborative Skills, Role play requires the students to work together to create credible situations and discussions. This enhances their collaborative skills, such as listening, negotiating, and adapting to others' opinions. Role play allows teachers and classmates to assess and give immediate feedback on the students' speaking skills. In addition to imparting knowledge, a good teaching approach also aims to increase the students' intrinsic drive. The method teachers employed to provide pupils with educational resources are referred to as teaching styles. This helps them discover their strengths and areas that need improvement (Safitri et al., 2024).

Based on the above problems, the researcher was interested in conducting research with the title "Using role play method to improve students' speaking skill at SMA Negeri 13 Makassar".

B. Research Question

Considering the problems mentioned above, the following problems can be formulated :

1. Is there a significant using of role play method to improve students' speaking skill at SMA Negeri 13 Makassar?

C. Objective Of Research

Based on the research problem above, the objectives of this study are as follows:

1. The objective is to know the significant of using role play method to improve students' speaking skill at SMA Negeri 13 Makassar

D. Scope Of The Research

This research focused on how role play improved the students' speaking skills in senior high school, specifically in SMA Negeri 13 Makassar. It included creating learning materials, organising role-play activities, and conducting an evaluation of the use of the method. The research tracked role play on the students' speaking skills in grade eleven. The research paid attention to various aspects of speaking skills, such as clarity, accuracy, argumentation, and proper use

of language. In addition, the scope of the research used oral research and direct assessment.

E. Significance of the research

This research aimed to find out more about how the Role Play Method could improve the students' speaking skills. The results were useful for the following :

1. For the students**,** Role play allows students to speak in front of others without fear of being wrong, boosting their confidence. This could help students become more confident when speaking in English.
2. For the teachers, Role play increases student engagement and makes the classroom more active and interactive.
3. For the school, Role play could help the learning system, meaning that schools could use role play to teach. Role plays were valuable tools that can be used to improve the quality of education in schools.
4. For previous researchers, the benefit of this research for further researchers is that further researchers could make this title a reference. Future researchers could also improve this method in their research. Specifically, in improving the speaking skills of senior high school students.

CHAPTER II

LITERATURE REVIEW

A. Previous Research

In recent years, a major research focus has been on the use of Role Play method in education. Many studies have looked at how this method can improve student learning outcomes in areas such as speaking skills. Previous research collected from several journals related to this research can be seen as follows:

The first research has been conducted by (Pratiwi, 2022) In the article 'The use of role play through IGTV to improve students' speaking skills at SMA Harapan Utama Batam' discusses whether role play on IGTV significantly improves students' speaking skills. Pratiwi conducted her research in SMA Harapan Utama Batam, Grade 10 with 37 students. Quantitative descriptive analysis method was used for data collection. This research is categorised as experimental research. In addition, Pratiwi chose a pre-experimental design for this research as it did not involve random placement of subjects into groups or the use of alternative control strategies. The results of her study showed that the treatment used affected the results, so it can be concluded that role-playing with IGTV as a classroom learning method can improve speaking skills. The results of her study showed that the speaking skills of Harapan Utama High School students were utilised by IGTV.

The second research by (Elisa, 2019) in the article titled "Enhancing the students' speaking skill in speaking class program through role play at senior high school" it was found that about 25% of the students in the class were still inactive

during the learning process. When the teacher asked them to interact in English in class, they could not answer. Elisa's research was conducted at SMA Negeri 1 Kalasan, Sleman in class XB. The researcher used a qualitative method to collect data through observation and then create a theory. To collect data, the researcher used interviews, observations, and documentation studies. The researcher saw how speaking skills were taught in the classroom. The results showed that the use of role play in teaching speaking conducted in four stages had a positive effect. It shows that students have a good understanding of the material and the teaching and learning process goes well.

The third research by (Andika, 2018) In article titled “The Effectiveness of Using Role-Play to Improve Students’ Speaking Skill at the Tenth Grade Students of State Senior High School1 Pejagoan, Kebumen 2015/2016 Academic Year”. Andika said that the problem is that students are not confident, shy, and lack vocabulary, which makes them awkward when speaking. Andika conducted his research in SMA 1 Pajagoan class X with 32 students. He used quantitative and subjective methods. Subjective information was obtained through perceptions and meetings; quantitative information was collected through students' scores in pre-test and post-test. Subjective information was collected through field notes, talks, and photos. The results showed that the role-playing approach can be used to help students improve their speaking skills.

The fourth research by (Togimin & Jaafar, 2020) With their research entitled “Role Play Activities: An Innovative Approach to Teaching Speaking Skills in an ESL Classroom” Encouraging students to speak in class is an effective way to

improve mastery of the target language. Since writing and reading are the easiest skills to monitor, ESL classrooms mostly focus on these skills. Therefore, MUET results show that ESL students cannot communicate well in English. This study was conducted in an ESL classroom of Malaysian students. A mixed method was used. All results were tabulated and analysed quantitatively through observation lists and questionnaires. As shown by the results of the questionnaires, the students felt that the role-playing activities had a positive impact on their English language skills. Therefore, it can be concluded that role play activities do help students learn English.

The last research by (Juvrianto, 2018) In article title “An analysis of student speaking skill using role play method”. The researcher found that students' speaking skills were still low after conducting pre-observation on students. The school's minimum standard is 70, and the average student speaking score is 55. Several factors can cause this, such as the influence of mother tongue or daily language, lack of desire to learn English, speaking teaching strategies, materials, media and techniques. This study was conducted by Juvrianto in Class X of SMA Negeri 3 Parepare with 43 students. He used a quasi-experimental design involving two classes with various treatments, namely the experimental class and the control class. Here, the role play method was used to treat the experimental class, while the conventional method was used to treat the control class. The researcher found that after using the role play method in teaching speaking, most of the students who previously had difficulties in conveying their ideas orally,

were able to speak better than before. The results showed that students' speaking ability improved significantly.

Based on the previous findings above, the researcher conducted a quantitative type quasi-experimental research, which made it different from the previous studies that used a case study and mixed method approaches, by combining both quantitative and qualitative data. The researcher explained that her research was different from theirs. The previous finding aimed to improve students' speaking skills by using the role play method, but in a different population, area, country, and also in different types and materials.

B. Theoretical Review

1. Speaking skill

Speaking is one of the productive skills that must be mastered in learning a foreign language. It would make a qualified person in the future if non-native speakers master English. In Indonesia, as a foreign language (EFL), one of the objectives of teaching English is the improvement of speaking skills, i.e., oral skills as a learning product. There are some difficulties faced by students in Indonesia to learn English. One of the difficult things that the students have to realise and also become a challenge when they learn English is speaking. This was because when they deliver speaking skills, they need preparation from their psychological aspects, such as courage to convey ideas (Afifah & Devana, 2020).

Ardiansyah (2020). Speaking is a productive skill. Speaking gives meaning to others. Actually, the students face a number of problems with their language skills,

especially speaking skills. The main factor that caused the students to fail to acquire speaking skills is the lack of speaking experience in and outside the classroom. Some features also make speaking difficult. Grouping, redundancy, reduced form, performance variables, colloquialisms, speed, stress, rhythm, intonation and interaction are its features.

According to Olatunji & Whitworth, (2024) One of the most difficult English language skills is speaking. English learners may have difficulty speaking, especially those who don't have a good command of the language. Speaking is a way to interact and express your thoughts. Making direct comments to encourage others to do something or clarifying something that is unclear is known as speaking. The primary form of language is speaking. Many languages in the world are only spoken orally and not written. Even languages that had written texts use the spoken form more often than the written form.

Indonesian students, including university students, face similar difficulties in learning English. This can be seen from their exam results, which show that they have very low proficiency in all English skills, especially in speaking. In addition, they are often not confident when speaking in English as they find it difficult to speak fluently. It also seemed that they were not interested in learning English. Whether students' English ability has developed, especially in senior high school, is measured by speaking as a basic communication skill (Panduwangi, 2021).

The following factors can cause the students to find it difficult to speak English: lack of encouragement to speak, lack of sufficient vocabulary, lack of

grammar mastery, which makes the students not confident, and difficult pronunciation, which can be a hindrance in class and make students not confident.

2. Types of speaking

According to Brown in Rahmawati (2022)There are five basic types of speaking: imitative, intensive, responsive, interactive, and extensive.

1. Imitative, the imitative type of speech concentrates on the ability to imitate or copy the speech of others. In the early stages of language learning, learners listen to and try to imitate or copy the sounds, words, phrases or sentences spoken by native speakers or models. This category also includes the ability to learn intonation, which is essentially the ability to imitate words, phrases or sentences spoken by native speakers or models.
2. Intensive, the second type of speaking is often used in short oral language design assessments to demonstrate ability in grammatical groups, phrases, lexical, or phonological relationships (such as prosodic elements like intonation, stress, and rhythmic intersections). Speakers must understand the semantic characteristics in order to respond, but they do not interact much with the assessor or interlocutor. Intensive speaking is a language learning technique that aims to improve precise speaking skills with attention to details such as grammar, pronunciation, and vocabulary.
3. Responsive, the third type of speaking where people interact directly with each other and respond quickly to questions or situations. Responsive language learning centres on the learner's ability to listen, understand and

respond appropriately and spontaneously to conversations. It often involves question and answer situations where the students have to provide quick and relevant answers. The stimulus is usually an oral command (to remain original), with only one or two follow-up or repeat questions.

4. Interactive, emphasises reciprocal communication and builds the ability to interact effectively and dynamically. This is because this type of speaking involves active participation between the speaker and the listener. The difference between responsive and interactive speaking is the length and complexity of the interaction, which sometimes involves multiple conversations and/or people involved.
5. Extensive, in the sense of monologue. Speeches, presentations, and storytelling are examples of extensive oral production tasks where the listener has little opportunity to interact verbally or receive only nonverbal responses. For extensive tasks, the language style is often more deliberate (involving planning) and formal, but we should not neglect informal monologues, such as casual speech. This is a different type of speaking in which a person speaks continuously for longer periods of time without interruption or direct interaction from the listener. In language learning, extensive speaking involves training where the students talk about a thoroughly learnt topic. This is usually done with the aim of improving fluency, critical thinking skills, and the ability to organise thoughts logically.

3. Criteria for Good Speaking Skill

To have good speaking skills, students not only have to speak orally. According to Brown, there are five components or criteria of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, and fluency.

1. Pronunciation

   Pronunciation, which is more important than it seems, is a major component of communication and includes the speaker's ability to produce clear language when speaking. Pronunciation has always been recognised as an important component in students' oral proficiency in the target language. For successful communication, the speaker must be able to convey the message clearly to the person listening to them. Teaching how to speak such as stress, rhythm and intonation is very important (Kissova, 2019).

2. Fluency

   The ability to speak or communicate in a language fluently and without hindrance is known as fluency. Fluency makes students understand more and better in communication and information. This means that a fluent speaker should be able to speak quickly (In & Teaching, (2023).

3. Vocabulary

   Vocabulary is a collection of lexemes consisting of single words, compound words, and idioms that are commonly used in communication. Foreign language speakers must master sufficient

vocabulary and be able to use it accurately so that they can speak fluently and accurately. Learning vocabulary is an important part of language learning (Bella & Rahayu, 2023).

4. Grammar

   In all aspects of the English language, grammar is the knowledge of how to organise words into larger and larger pieces to produce precise meanings. Every language has its own grammar, which is the set of rules that govern the way words or sentences are used (Nurbaiti et al., (2023).

5. Chomprehension

   Comprehension is discussed by both speakers because comprehension can help people getting the information they want. Comprehension is defined as the ability to understand something by a reasonable comprehension of the subject or as the knowledge of what a situation is really like.

4. Points to Consider about Speaking

Speaking is a means of communication, thus, it's critical that you use the best possible delivery method. When it comes to communicating your point, the way you say something can be just as crucial as the words you use. According to Jones, there are a few things to think about before speaking. They are:

1. Clarity

If you want your audience to understand you, you must use straightforward language. This entails speaking clearly and independently rather than slurring or rushing your sentences together.

2. Variety

   Speech has its own melody and rhythm. For example, when a question is asked, the voice typically increases. If the meaning of a statement is to be understood, some words need to be emphasized more than others. Compared to significant words, unimportant ones are typically spoken faster. Think about things like pauses, volume changes, speed, pitch, and emphasis.

3. Audience and tone

   Your speech pattern and tone will be influenced by the audience you are speaking to. In summary, in order to successfully communicate meaning, speakers need to take into account the three aforementioned elements.

5. The principles of teaching speaking

Speaking instruction and learning are necessary to help pupils become fluent in English (Moh. Zainol Kamal, 2019). Nunan has identified five principles for teaching speech.

1. Consider the background of learning foreign and second languages. It is crucial to emphasize that the second language context is a language of communication in society, since individuals use the target language almost every day. On the other hand, in a foreign language context, the target

language is not the societal language of communication. As a result, learning to speak in this context is really challenging.

2. Give students the opportunity to become more accurate and fluent. The degree to which a speaker speaks the language confidently and quickly while avoiding uncomfortable pauses or hesitations is known as fluency. Accuracy is the degree to which students' speech sounds like what actual speakers of the target language say.
3. Use group and duo projects to give the pupils a chance to speak. These exercises were designed to give pupils more opportunity to practice speaking and to restrict the amount of time the teacher could speak.
4. Think about the meaning-seeking negotiation. It serves to elucidate and verify whether or not the students have comprehended one another. To gain understanding, one can ask for clarification, repetition, or explanation during a conversation.
5. Create lesson plans that incorporate instruction and practice in both transactional and interactive speaking. Transactional speaking is the use of language to accomplish a goal, such as exchanging products and services. Speaking with someone for a specific aim is known as interactional speaking. It encompasses both creating and interpreting social relationships.

6. Assesing speaking

To conduct an effective assessment of speaking skills, the following steps and criteria can be used:

1. Interviem

   When the term "oral production assessment" is mentioned, the first thing that comes to mind was the oral interview. The test taker and test administrator go through a direct face-to-face exchange before proceeding to a protocol of questions and directions. Depending on the purpose of the interview and the situation, the duration of the interview can range between five and forty-five minutes.

2. Role play

   In the language teaching classroom, role-playing was a popular pedagogical activity. In some versions, role play allows time for practice, allowing students to describe what they would say. Simulations and role plays are helpful for many students. Role-play activities in the classroom are a way to get students to speak in a variety of social contexts and take on different social roles.

3. Discussion and Conversation

   Discussions and conversations with and among students were formal assessment tools that were difficult to identify and assess. However, as an informal assessment method, they offered a level of spontaneity and authenticity that no other assessment method can provide.

7. Role Play

Role play is a classroom activity that allows students to practice speaking in real-world situations. For example, if the lesson is about hospitals, students have to play the roles of pharmacists, doctors, and nurses. The students are gathered in groups and asked to play the roles given by the teacher. The groups usually consist of two, three, or four students, and these role play activities may differ depending on the topic and the characters being played. Communication techniques such as role-play improve language fluency, enhance classroom interaction, and increase morale. not only encourages peers to learn, but also divides the responsibilities of teachers and students for the learning process.

Therefore, foreign language students practice the target language in situations comparable to real life to reduce tension and embarrassment. The students can adapt to a new social environment by role-playing. According to Alabsi, (2016) 'Role play at the beginning of the course can expose the students to different situations that they might face in their future careers.' In addition, they consider role-playing as a more realistic simulation of situations for EFL the students.

Luthfiyah, (2024) Says experiential learning is known as role-playing. The role play method aids problem understanding and student-to-student communication in the classroom. The students role-play the characters, feelings, and ideas of others in a specific context.

According to Rahayu et al., (2024) role play is a great way to enhance students' creativity. This method emphasizes the active role of students, especially in understanding the concept of the lesson. The role play learning method allows

the students to master the subject matter through developing their imagination and appreciation in portraying characters, both animate and inanimate. In the classroom, role-playing is used to increase the student engagement and ensure that students are not just listening to the teacher or absorbing information from him. As they have the opportunity to openly voice their opinions on the topic of the lesson, students will be happier and more focused when learning through the role play approach.

8. Role-play simulation

Role Play Simulation is a learning and training method that involves participants playing specific roles in simulated situations, with the goal of improving skills, awareness, and abilities in various fields. In Role Play Simulation, participants play specific roles in hypothetical or made-up situations, such as company crises, team conflicts, or business meetings. These situations are designed to allow participants to interact with each other in a controlled context, so they can develop skills in handling complex and unexpected situations. By using Role Play Simulation, participants improve their awareness of how to handle difficult situations, test strategies and tactics, and develop skills in various areas, such as communication, leadership, and decision-making. Role-play and simulation approaches can help to enhance ESL oral communication skills among engineering students. Role-play simulation is used in various fields, such as education, training, and development, to improve participants' skills and awareness in a controlled and safe environment (Ajleaa & Maarof, 2018).

The difference between Role Play and Role Play Simulation lies in their level of interactivity and flexibility. Role Play is a more interactive and flexible learning method, as it allows participants to interact with each other directly and develop their social and communication skills naturally. Meanwhile, Role Play Simulation focuses more on simulation and technology, making it less interactive and flexible (Kriz & Manahl, n.d.).

9. Reasons for Using Role Play

Here are many reasons why teachers should use the role-play method to improve students' speaking skills. Those are:

1. More language functions and variations can be used in role-playing than in a traditional classroom setting.
2. Role-play enables the examination of cultural concerns, namely the proper conduct in specific circumstances, such as when provided food or beverages.
3. Role play can add interest to an activity and by distributing roles can ensure participation in an activity.
4. Through the provision of a shift, role-play might lead to repetition of speaking activities.

10. Types of Role Play

According to Donn Byrne, the types of role play faell into two categories: scripted role play and unscripted role play.

1. Scripted Role Play

   Interpreting dialogue in a textbook or reading text in a speech are examples of this type. Text serves to convey the meaning of language in a memorable way.

2. Unscripted Role Play

   Situations in unscripted role plays did not rely on textbooks. This is called improvisation or free play. The students have to choose what language to use and how the conversation will develop. Both teachers and students should be prepared to do this activity.

   The researcher in this research tried to improve the speaking skills of the students in the eleventh grade at SMA Negeri 13 Makassar by using role play with a well-designed unscripted.

11. Steps for Using Role Play

Here were the steps to using the role-play method.

1. Choosing a Topic

   While selecting the topic, the researcher customized the topic according to the interests and abilities of the students.

2. Creating scenarios

   When creating scenarios, researchers create scenarios that match the predetermined topics. In addition, students could channel their critical thinking by adding scenarios that match the predetermined topics. The

researcher created scenarios with two or more characters. The students were divided into small groups and assigned their respective roles.

3. Instruction and preparation

   The students were given instructions on what they should do in this role play and time to prepare themselves to understand the character they were playing. The students played the role based on the scenario.

4. Discussion and reflection

   The students could shared their experiences regarding what they have learned and what needs to be improved.

C. Conceptual Framework

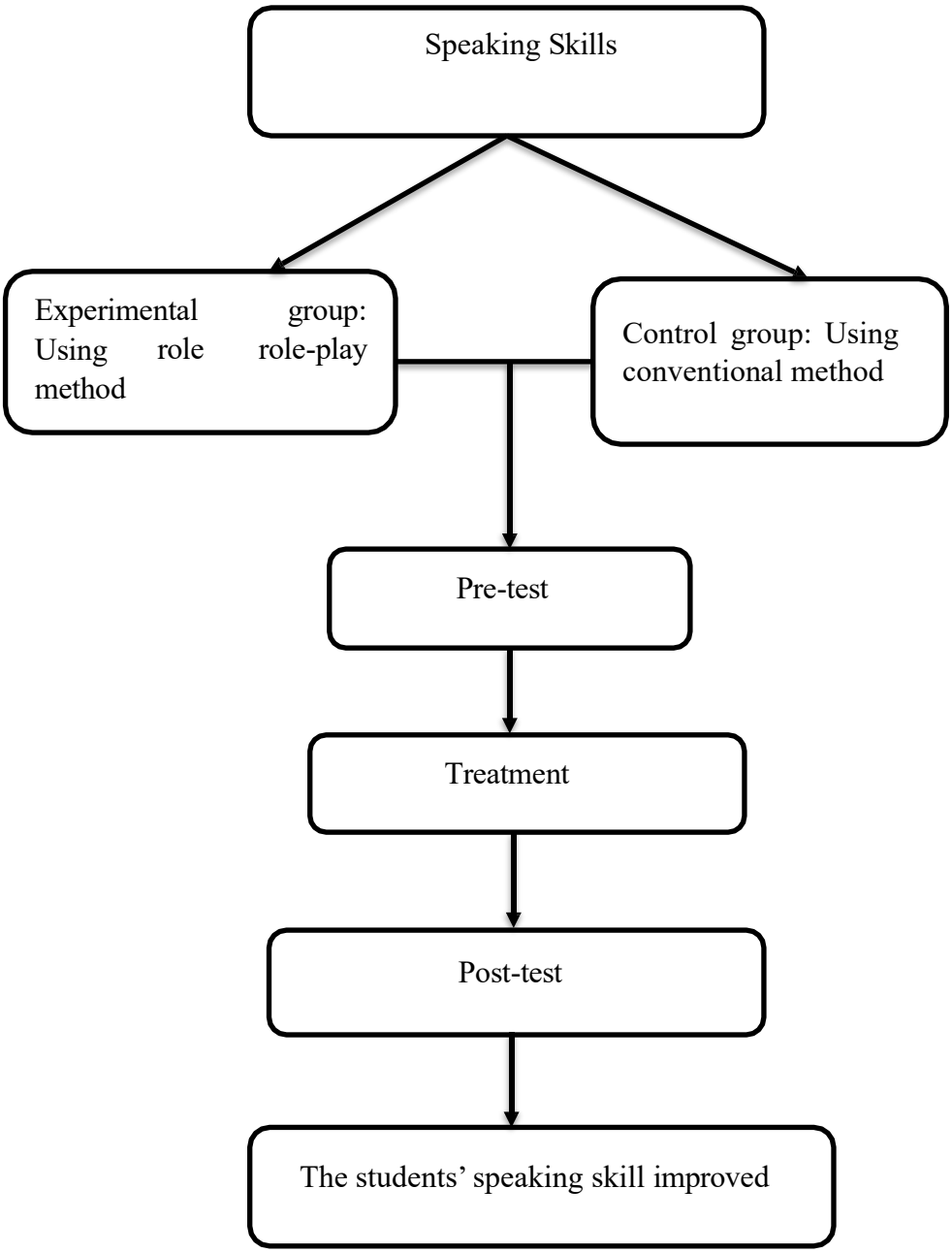
This research was conducted in order to know the influence of the role-play method on improving the students' speaking skills. Speaking was a skill used by someone to communicate orally in daily life, whether at school or outside the school. Most teachers tried to find a method in order to make students interested in learning to speak. At least, they can speak freely in a simple conversation.

In fact, the students of the eleventh grade at SMA Negeri 13 Makassar had difficulties in the speaking subject. It was caused by some factors: first, the students' lack of pronunciation and anxiety. Second, they had limited vocabulary and need an interesting method to stimulate them to speak in the class. Lastly, the students lacked self-confidence.

In order to solve the problem faced by the students of the eleventh grade at SMA Negeri 13 Makassar, and make students more motivated, role play might

provide for helping the students to improve their oral ability. Role play presented a real-life situation and provided the most useful and interesting lesson so the students could speak freely and confidently in front of the class, and this method was quite interesting and reduced students' boredom in learning English.

Based on the statement above, the researchers assumed that the role-play method could be very applicable to be used for teaching and learning English, especially in speaking.


Speaking Skills
Experimental group: Using role role-play method
Control group: Using conventional method
Pre-test
Treatment
Post-test
The students' speaking skill improved

The research explained the contextual framework based on observation at SMA Negeri 13 Makassar, especially the eleventh-grade students. The researcher found that the students' speaking skills were still lacking. It happened because students lacked pronunciation, vocabulary, anxiety, and self-confidence. To overcome this. The researcher first conducted a pre-test in the experimental class and the control class. After that, the researcher used the Role Play method in the experimental class and the conventional method in the control class, and finally, the researcher gave a post-test to compare the students who used the role play method on speaking skills in the experimental class and the conventional method in the control class.

D. Research Hypothesis

There are two hypotheses of this research:

1. The alternative hypothesis (H_1): using role play had a significant on students' speaking skills.
2. The null hypothesis (H_0): using role play didn't have a Significant on students' speaking skills.

CHAPTER III

RESEARCH METHOD

This section presented the method and the procedure of the research used to answer the research problems of the research. The procedures consisted of the research design, population and sample, the instruments of data collection, the procedure of data collection, and the procedure of data analysis.

A. Research design

This research used a quantitative approach as a type of quasi-experimental research. The quantitative approach had several characteristics that were used to determine certain research problems, such as tendency and description statements, hypotheses, statistical data collection, term structure, and evaluation criteria that are measurable, objective, and free from researcher bias.

The quasi-experimental method was used to measure the results of the treatment on the experimental class. In addition, the researcher compared the experimental group with the control group and sees how the experimental class learnt speaking material using role play, while the control class used conventional education methods for the same material.

Therefore, the purpose of this research is to find the causes and consequences of the two variables. The independent variable, represented by X, is the role-play method, and the dependent variable, represented by Y, is speaking skill. In addition, the students were divided into experimental and control class. The

experimental group was taught the material through role play, while the control group was taught conventional learning.

No	Group	Treatment
1	E	X
2	C	O

Table 1. Quasi-Experimental Research Design

Explanation :

E: Experiment Class

C: Control Class

X: Treatment, by using task-based language teaching in the experimental class

B. Variables and Operational Definition of Research

1. Independent Variable

The independent variable was the method used in this research. This is the use of role play used for the experimental class compared to conventional instruction for the control class. The Role Play method was used in the experimental class, where students interacted according to the roles given by the teacher. It was applied in English learning with students performing dialogues according to the scenario given by the teacher.

2. The Dependent Variable is the students' speaking skills. The students' speaking skills were measured before (pre-test) and after (post-test) using the role-play method, and assessed based on several aspects.

C. Population and sample

1. Population

The population is defined as "a collection of subjects (individuals, groups, institutions, countries, etc.), which exists and only its subjects can be distinguished from other subjects that are not part of the population." Based on this definition, the researcher indicated that the research subjects are SMA Negeri 13 Makassar students who are eleventh-grade students, with a total of 282 students.

Table 2: The Population of Students at SMA Negeri 13 Makassar In the academic year of 2024/2025

No	Class	Number of Students		
		Male	Female	Sum
1	XI 1	14	21	35
2	XI 2	16	19	35
3	XI 3	14	21	35
4	XI 4	20	15	35
5	XI 5	14	22	36

6	XI 6	19	17	36
7	XI 7	15	20	35
8	XI 8	11	24	35
SUM		123	159	282

2. Sample

Since researchers could not artificially create experimental groups, quasi-experimental research did not use randomization. The students would experience difficulties when they were randomly put into two groups, which would disrupt the learning process in the classroom. Based on the above theory, the researcher used the systematic sampling method, which took samples at locations that have been planned by the school. The students in this sample are the students who were in the eleventh students'at SMA Negeri 13 Makassar, which consists of two classes. It consists of two classes, grade XI 5 and XI 6, with a total of seventy-two students. One class served as the experimental class and the other as the control class.

D. Instrument of Research

Instruments were very important for this research, so before the research began, data collection instruments and instruments that were used to measure the students' speaking ability had to be well prepared. Research instruments were tools used to measure the phenomena to be observed. In short, all these

phenomena were referred to as research variables. This research uses tests and documents.

1. Test

At the first and last meeting of the research, the researcher gives students a speaking test, a type of oral test. This research uses terms such as apologising, giving help, asking, and giving opinions as the basis of the lesson plan. They had an excellent opportunity to choose their partner. Then, each student acted as their own character, for example, one student acted as a buyer and the other as a seller. Then, the researcher assessed the students' speaking skills when they performed or applied the expressions they received. The researcher divides the score into five components: comprehension, fluency, vocabulary, pronunciation, and grammar. This research assessed the speaking skills in the experimental class both before and after the test.

2. Documentation

Documentation was also used to collect data after obtaining data from the speaking test. The documentation collection includes various written and visual data sources related to the implementation of the Role Play method in improving the speaking skills of the students in the eleventh grade at SMA Negeri 13 Makassar. All data collected from these instruments were analyzed quantitatively to determine whether the role play method provided significant improvement in students' speaking skills at SMA Negeri 13 Makassar.

E. Procedure of Data Collection

For data collection, pre-test and post-test were used for both the experimental group and the control class. The pre-test was conducted before treatment, and the post-test was conducted after four meetings. The purpose was to find out how much influence the experimental class using role-play teaching had compared to the control class.

1. Pre-test

The pre-test was conducted in the first meeting in the experimental class and the control class. In this part, the researcher explained what the students were doing in the speaking test for one class to assess the students' speaking skills, and to give opinions about themselves before receiving treatment. The researcher asked students to think about and write about giving their own opinions. They had twenty minutes to do this task, and then they each spoke for five minutes in front of the class to share their written opinions. The researcher recorded the presentations and scored the students based on their speaking skills.

2. Treatment

The researcher conducted treatment for four meetings, each consisting of 90 minutes. In this part, the researcher used role play method. The treatment class was given materials that included communicative aspects. The researcher in the first meeting at the experimental class used the Role-Play method, while the control class used the conventional teaching method. Pronunciation, grammar knowledge, vocabulary, fluency, and comprehension were the aspects that were focused on during the treatment.

a. Experimental class: The researcher taught the material using the role play method, which consisted of four stages: choosing a topic, creating a scenario, instruction and preparation, implementation, and finally discussion and reflection. In the first stage, the researcher chose a topic based on the students' abilities. In the second stage, the researcher divides the students into small groups and briefly describes the topic to be acted out using cards. Then, the researcher gave the cards to the students to see their roles. In the third stage, the students prepare themselves to act out their roles. After that, the students share their experiences of acting out their roles and what they learned, and what needs to be improved.

Meeting 1

At the first meeting, the researcher introduced role play to students. after that, the researcher gave a new theme, namely a ***conversation in a cafe***, which had 6 roles. Students were formed into groups, and the researcher distributed flashcards on which the researcher had described the theme. and the teacher monitored their progress. Students completed the task about the conversation in the cafe. After that, the students presented their findings in front of the class. Each student has five minutes to speak during the presentation.

Meeting 2

At the second meeting, the researcher reviewed the previous material and continued by giving the students a new role-play topic, namely a ***birthday party.*** Students were formed into groups, and the researcher distributed flashcards that had been prepared by the researcher about the theme. and the teacher monitored their progress. Students completed the task about conversations in cafes. After

that, students presented their findings in front of the class. Each student had five minutes to speak during the presentation. In each meeting, the researcher paid attention to the aspects of speaking, including pronunciation, grammar, fluency, vocabulary, and comprehension.

Meeting 3

At the third meeting, the researcher reviewed the previous material and continued by giving the students a new role-play topic, namely ***opening a new bank account***. Students were formed into groups, the researcher distributed flashcards that had been prepared by the researcher about the theme. and the teacher monitored their progress. Students completed the task about conversations in cafes. After that, students presented their findings in front of the class. Each student had five minutes to speak during the presentation. In each meeting, the researcher paid attention to the aspects of speaking, including pronunciation, grammar, fluency, vocabulary, and comprehension.

Meeting 4

At the fourth meeting, the researcher reviewed the previous material and continued by giving the students a new role-play topic, namely, ***planning a family reunion***. Students were formed into groups, and the researcher distributed flashcards that had been prepared by the researcher about the theme. and the teacher monitored their progress. Students completed the task about conversations in cafes. After that, students presented their findings in front of the class. Each student had five minutes to speak during the presentation. In each meeting, the

researcher paid attention to the aspects of speaking, including pronunciation, grammar, fluency, vocabulary, and comprehension.

b. Control class: The researcher gives the same material using the conventional method.

3. Post-test

After the treatment, the researcher gave a post-test to the students. Students shared their opinions again, similar to the initial assignment, but gave opinions about their parents. The researcher made an assessment based on speaking skills as an aspect. The researcher conducted the same post-test as the pre-test conducted at the first meeting. This post-test served as the final test in this research to determine whether there was a significant difference in treatment.

Table 3: Rubrik Speaking

Scores	**Aspects**				
	Pronunciation	**Vocabulary**	**Grammar**	**Fluency**	**Comprehension**
1	Very unclear pronunciation with many errors	Very limited vocabulary, with many errors	Very poor grammar accuracy, with many errors	Very disjointed speech, slow	Very difficult to understand, many confusions
2	Somewhat difficult to understand, with some errors	Limited vocabulary, with some errors	Poor grammar accuracy, with some errors	Somewhat disjointed speech, slow	Somewhat difficult to understand, some confusion
3	Pronunciation is clear enough, with some errors	Vocabulary is reasonably wide, with some errors	Accuracy of grammar is reasonably good, with some errors	Speech is reasonably fluent, sometimes disjointed	Reasonably easy to understand, sometimes confused
	Clear	Wide	Good	Fluent	Easy to

4	pronunciation, with a few minor errors	vocabulary, with few errors	grammar accuracy, with few errors	speech, rarely disjointed	understand, rarely confused
5	Very clear pronunciation, almost no errors	Very wide vocabulary, almost no errors	Very good grammar accuracy, almost no errors	Very fluent speech, almost no pauses	Very easy to understand, no confusion

(Brown, 2012)

The explanation of the score:

1. : Poor
2. : Average
3. : Good
4. : Very Good
5. : Excellent

Table 4: Classification Scores of Students

Classifications	Score
Verry good	**80-100**
Good	**70-79**
Fair	**60-69**
Poor	**50-59**
Very Poor	**≤ 50**

(**Kemendikbud, 2022**)

The researcher analyzed the significance using the role play method to improve students' speaking skills of eleventh-grade students at SMA Negeri 13 Makassar in the academic year 2024/2025.

F. Data Analysis

Data analysis in this research was conducted to determine whether there was a significant increase in the students' speaking skills after the role-play method was applied. Data analysis in this research used Descriptive Statistical Analysis, Normality test, Homogeneity test, and Hypothesis test (Independent T-test), as follows:

1. Descriptive Statistical Analysis

   Descriptive statistical analysis, such as mean, frequency percentage, and distribution of pre-test and post-test scores before and after the application of the role play method. To determine the average score of students before treatment, an oral test was conducted on the pre-test.

2. Normality test

   The purpose of the Normality test has been used to analyze whether data is normally distributed or not. Interpretation: The test provided a p-value. A high p-value (sig > 0.05) suggested you couldn't reject the assumption of normality. A low p-value (sig < 0.05) indicates your data might not be normal, and alternative tests or data transformations might be needed.

3. Homogeneity test

   The test is to determine the statistical consistency of the variance of data in the experimental and control classes. A high p-value (sig > 0.05) suggests the variances are likely homogeneous. A low p-value (sig < 0.05) indicated unequal variance

4. T-test

The t-test is a statistical tool used in hypothesis testing to assess the difference between the means of two groups. This research used the Independent Samples t-test to compare the averages of two independent groups, the control group and the experimental group.

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the results of the research findings and discussion on Using Role Play Method to Improve Students Speaking Skills of Eleventh Grade at SMA Negeri 13 Makassar. It described the comparison score of the pre-test and post- test in the experimental class and the control class.

A. Finding

The findings of this research are to know the significance of using the role play method to improve the speaking skills score, which was gained from the test conducted in the pre-test and post-test. To make the result clear, the researcher also provided a comparison to show the differences between students' scores in the experimental class and the control class.

1. Descriptive Statistical Analysis

a) The students' achievement before using the role play method to improve the students' speaking skills of the Eleventh grade at SMA Negeri 13 Makassar. The students' achievement before using the role- play method is shown in Table 4.

Table 5: The frequency of Pre-Test in the Experimental class and the Control class

Interval of Score	Categories	Experimental Class		Control Class	
		F	%	F	%
80-100	Verry good	0	0%	0	0%
70-79	Good	13	37%	5	16%
60-69	Fair	19	53%	21	59%
50-59	Poor	4	10%	8	22%
≤ 50	Very Poor	0	0%	2	3%
		36	100%	36	100%

Source: IBM SPSS Statistic 2.5 Version

Table 4 indicated that no students fell into the Very good category in either the experimental class or the control class within the score intervals of 80-100. However, 13 students (37%) achieved a good category with scores between 70-79 in the pre-test experimental class, while 5 students (16%) achieved good scores in the control class within the score range of 70-79. Additionally, 19 students (53%) obtained a Fair category in the experimental class, while 21 students (59%) achieved fair scores in the control class within the score range of 60-69. Furthermore, 4 students (10%) received a poor category score in the pre-test experimental class, and 8 students (22%) received a poor category score in the control class, with scores ranging from 50-59. Conversely, 2 students (3%) had a very poor category score in the pre-test control class, and no students in the experimental class received a very poor category score interval of ≤ 50.

The statistical pre-test for both the experimental class and control class be seen in 5 below, along with the explanation.

Table 6: **Statistics Pre-Test Experimental Class and Control Class**

Statistics	Experimental Class	Control Class
N	36	36
Mean	68.36	63.00
Std. Deviation	6.770	8.007

ource : IBM SPSS Statistics 2.5 Version

Table 5 showed that the data of the experimental class consisted of 36 students. the total of all data, which was divided by the number of data, determined as the mean score from the experimental class, was 68.36 and Std. The deviation score was 6.770. Then, the control class was 63.00 and Std. Deviation score was 8.007. Students' achievement was known after the post-test experimental class and control class.

2. Classification Score Post-Test for Both Experimental Class and Control Class.

The students' achievement before being given treatment in both Experimental and Control classes. The classification score post-test of both Experimental and Control classes can be seen in Table 6.

Table 7: **The Frequency of Post-Test in Experimental Class**

Interval of Score	Categories	Experimental Class		Control Class	
		F	%	F	%
80-100	Very good	17	48%	5	17%
70-79	Good	15	42%	26	72%
60-69	Fair	4	10%	2	6%
50-59	Poor	0	0%	3	9%
≤ 50	Very Poor	0	0%	0	0%
		36	100%	36	100%

Source: IBM SPSS Statistic 2.5 Version

Table 6 indicated that the experimental and control class students fell into the very good category. 17 students (48%) achieved a very good category with scores between 80-100, and 5 students (17%) achieved a very good category in the post-test experimental and control class. While there were 15 students (42%) in the good category in the experimental class, 26 (72%) of the students in the control class achieved the good category within the score interval of 70-79.

Moreover, 4 students (10%) obtained a fair category in the experimental class, while 2 students (6%) achieved fair scores in the control class within the score range of 60-69. Additionally, 3 students (9%) scored in the poor category on the post-test in the control class with a score range of 50-59. while no students in the less category in the control class and Experimental class fall within the ≤ 50 score interval.

The statistical post-test for both the experimental class and control class can be seen in Table 7 below, with an explanation.

Table 8: **Statistics Post-Test Experimental Class and Control Class**

Statistics	**Experimental Class**	**Control Class**
N	36	36
Mean	78.86	73.50
Std. Deviation	7.983	7.233

Source: IBM SPSS Statistic 2.5 Version

Table 7 showed that the data of the experimental class consisted of 36 students, the total of all data which was divided with the number of data determined as the mean score from the experimental class was 78.86 and Std. Deviation score was 7.983. Then, from the control class was 73.50 and the Std.

Deviation score was 7.233. The results pre-test and post-test for both the experimental class and control class can be seen in Table 8 below, along with the explanation.

Table 9: **The Results Experimental Class and the Control Class**

Class	Statistics	Pre-Test	Post-Test
Experimental Class	Mean	68.36	78.86
	N	36	36
	Std. Deviation	6.770	7.983
Control Class	Mean	63.00	73.50
	N	36	36
	Std. Deviation	8.007	7.233

Source: IBM SPSS Statistics 2.5 Version

Table 8 showed that the data of the experimental and control classes consisted of 36 students, the total of all data, which was divided with the number of data points determined as the mean pre-test score from the experimental class was 68.36 and Std. deviation score was 6.770, and from the control class was 63.00 and Std. deviation 8.007. Then the total of all data which was divided with the number of data, determined as the mean post-test score from the experimental class, was 78.86 and Std. The deviation score was 7.983, and from the control class was 73.50 and Std. The deviation score was 7.233.

3. The Use of Role Play Method in Students' Speaking Skills

Three types of data were tested in the research. Which three statistics, namely the Normality Test, Homogeneity Test, and Independent Sample T-Test, by used with the SPSS application.

Table 10: Data Test of Normality

	Class	Kolmogorov-Smirnov[a]		
		Statistic	df	Sig.
Speaking Skill	Pre-Test Experiment (RolePlay Method)	.121	36	.200 *
	Post-Test Experiment (RolePlay Method)	.124	36	.179
	Pre-Test Control (Conventional)	.132	36	.115
	Post-Test Control (Conventional)	.137	36	.085

.This is a lower bound of the true significance.
a.Lilliefors Significance Correction
Source: IBM SPSS Statistics 2.5 Version

The researcher used the concept of the Kolmogorov-Smirnov. This theory finds for >50 samples. The data was said to be normally distributed with a significance value of more than 0.05 (.sig>0.05). Based on the table Test Normality above, the significance value was greater than 0.05 (.200>0.05). Thus, it can be concluded that the data is distributed normally.

Table 11: Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Speaking Skill	Based on the Mean	.324	1	70	.571
	Based on the Median	.393	1	70	.533
	Based on the Median and with adjusted df	.393	1	69.977	.533
	Based on the trimmed mean	.357	1	70	.552

Source: IBM SPSS Statistics 2.5 Version

Based on the output above, it was known that the significance value (sig) based on the mean was 0.571>0.05. So, it was concluded that the post-test experimental class and control class data variants were the same or homogeneity.

Table 12 Independent Sample T-Test

		Levene's Test for Equality of Variances		**t-test for Equality of Means**						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Speaking Skill	Equal variances assumed	.324	.571	16.953	70	.000	15.194	896	16.982	13.407
	Equal variances not assumed.			16.953	69.953	.000	15.194	896	16.982	13.407

Source: IBM SPSS Statistic 2.5 Version

Based on the tables above, the significance of sig (2-tailed) which was 0.000<0.05, it was concluded that (H0) was rejected (H1) was accepted because

there was an significant on the speaking skills scores of students who use the Role Play Method and do not use the Role Play Method and there was a significant difference.

B. Discussion

In this discussion, the researcher would like to explain in parts how the use of the Role Play Method for the improvement of students' speaking skills is from the five indicators that were analyzed, namely: vocabulary, grammar, pronunciation, fluency, and comprehension. It was very effective in improving students' speaking skills.

Speaking is the act of communicating thoughts, ideas, and feelings through spoken language. It involved using words, phrases, and sentences to convey meaning and express oneself effectively. Effective speaking required a combination of skills, including pronunciation, vocabulary, grammar, and fluency. In the past, speaking was an essential skill for people to communicate with each other in various situations, such as in personal, social, and professional settings. People used to speak to share their thoughts, express their opinions, and build relationships with others. Good speaking skills helped individuals convey their message clearly, avoid misunderstandings, and achieve their goals. Good English speaking skills are essential in an increasingly connected world, yet many Students struggle to master them (Tindaon & Napitupulu, 2025).

The researcher found a significant improvement in students' speaking skills after using the Role Play method. The results showed that the use of the Role Play

method increased vocabulary indicators in senior high school. This was evidenced by an increase in average vocabulary test scores from pre-test to post-test.

Role play was an effective method for improving vocabulary in speaking skills. By acting as a specific character, students were able to practice using new words in a real and interactive context. Through role play, students improved their speaking skills by using vocabulary that was relevant and suitable for the situation. Supported by Adolph, (2025) In role play, students practiced using new words in natural and spontaneous conversations. They learned how to use the words in different contexts, which enhanced their ability to speak more effectively. Role play also helped students to boost their confidence in speaking, as they were able to practice using language in a safe and controlled environment(Nasihah & Moetia, 2024).

Furthermore, the role-play method improves grammar. This increase in grammatical indicators might be due to several factors, including an increased focus on language structure, such as the usage of the simple past in completing a sharing personal experience task in the first to fourth treatments. Also, students must learn how to use authentic instructional resources that are relevant to their lives. This is supported by (DG Kenjabayevna, 2025). Role play is one of the methods of communicative approaches that allows students to learn grammar by focusing not only on the form but also on the meaning.

Role play method enhances students' comprehension by increasing their test scores from the pre-test to the post-test. The method improves students' listening skills, enabling them to comprehend conversations in various contexts. Role play

aids students in understanding language through visual aids and speaking comprehension activities. It integrates language skills with real-world contexts, enabling students to grasp linguistic and contextual aspects of the studied (Wahyuni & Murni, 2025). Role play emphasises the use of language for real communication. Students complete tasks that require them to understand and use language to achieve a specific goal, such as planning a presentation, debating an issue or solving a problem together. This focus on communication naturally improves comprehension as students need to understand what's being said and spoken to complete the task (Liu, 2025).

Additionally, Role play in fluency was a method used to improve the speaking skills of high school students by playing specific roles in real or simulated situations. The main goal of role play was to enhance students' ability to speak English fluently, confidently, and effectively. In role play, students were given opportunities to practice speaking in various situations, such as daily conversations, interviews, discussions, and presentations. Role play increases speech production speed, improves grammatical accuracy, stimulates elaboration, and promotes interactive language development (Yoo et al., 2024).

Moreover, Role play can enhance pronunciation indicators by encouraging active student participation, using authentic language relevant to real-life situations, and providing constructive feedback. This method helps students become accustomed to correct English pronunciation and helps them identify and correct their mistakes (Pennington, 2021). By incorporating authentic language and providing constructive feedback, Role play can significantly improve

students' pronunciation skills and overall learning experience (Alsoud, 2021). In addition, the students were all of the opinion that there had been a significant improvement in their speaking skill. They can choose effective words to express themselves in simple sentences and speak English louder and more confidently (Atrianus Toni, 2024).

This research suggests that using Role play to teach speaking skills at the school level effectively motivates students and promotes their academic achievement. Moreover, teachers must be prepared and provide immediate feedback on students' performance to help them improve and build confidence as learners.

This increase showed that the students' speaking skills increased with their participation in the role-play method. Based on the findings of this research, it can be shown that using the role-play Method in speaking skills is successful. After conducting the research and calculating the data, it could be stated that it was using the role play method was used in speaking skills. Student speaking skills got a hang of scoring using the role-play method to help students build their vocabulary, pronunciation, and grammar. Meanwhile, students who did not receive treatment got lower scores than students who received treatment.

The researcher found the mean score after calculating the pre-test and post- test scores in the experimental and control classes. The mean pre-test score of the experimental group was 68.36, and the control class was 63.00. After the treatments were conducted, the researcher administered the post-test. From the data calculation, the researcher found the different mean scores of the post-test in

both groups. The experimental class got 78.86 while the control class got 73.50. From the independent t-test calculation, it was known that the value = 0.000 was lower than sig 0.05.

Therefore, it can be concluded that improving students' speaking skills using the Role Play Method influenced students' willingness to speak. The scores of students taught by using the Role Play Method were higher than students taught by using the Conventional Method.

The role-play method was a teaching technique used to improve students' speaking skills in English. In this method, students were given specific roles to play in simulated real-life situations, such as job interviews, doctor-patient conversations, or everyday discussions. By acting out these roles, students practiced using English in context, which helped them develop their fluency, vocabulary, and pronunciation. The teacher's role was to guide and facilitate the role-play activities, providing feedback and support as needed (Yu, 2022). Through role play, students were able to build their confidence in speaking English, as they were able to practice in a safe and supportive environment. The method also encouraged students to think on their feet and respond spontaneously, which is an essential skill for effective communication. By using the role-play method, teachers were able to create engaging and interactive lessons that motivated students to participate and learn. As a result, students showed significant improvement in their speaking skills, and their overall language proficiency was enhanced (Wijaya et al., 2024).

By using this method, the researcher can use the talk about themselves type of task, which can help students to gain interest and encourage students to complete different types of tasks. One of the above advantages of the Role Play Method was discovered when the researcher used the method in research in SMA Negeri 13 Makassar.

Students talked about themselves by playing specific roles, such as introducing themselves, sharing experiences, or discussing hobbies. By practicing talking about themselves, students improved their speaking skills with more confidence and effectiveness (M. Afifah et al., 2024). They used English to express their thoughts and feelings about themselves and built relationships with others. In role-play activities, students practiced talking about themselves using various topics, such as family, school, or extracurricular activities. They practiced using correct sentences to express themselves and developed their listening and responding skills. As a result, students improved their speaking skills and became more confident in using English (M. Afifah et al., 2024).

In conclusion, the evidence presented supports the finding that the use of role play is a successful method for improving students' speaking skills. The positive impacts observed in this research highlight the potential of Role role-play method to significantly impact language teaching by facilitating active learning, meaningful interaction, and the achievement of proficiency in speaking skills. In addition to enhancing students' speaking skills, the Role Play Method also serves to increase student self-confidence and reduce their fear and anxiety when speaking English (Adolph, 2025)

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the formulation in the previous chapter. The researcher aims to know if there is a significant using the role-play method to improve students' speaking skills. The results of this research were derived from quantitative data. The researcher concluded as follows:

1. The mean score of the pre-test was 63.00, and the post-test was 73.50 in the control class without the Role Play Method. The score pre-test was 68.36, and the post-test was 78.86 in the experimental class taught using the Role Play Method. There is a significant use of the Role Play Method.
2. There was a significant difference in students' speaking skills between the pre- test and post-test. H0 was rejected and H1 was accepted because the observation was sig (2-tailed < 0.05) = (0.00 less than 0.05), indicating a significance of using the Role Play Method on the students' speaking skills in eleventh-grade at SMA Negeri 13 Makassar.
3. Using the role-play method provides an effective and engaging approach to the improvement of English language skills. With a focus on meaningful language use in authentic contexts, Role role-play method helps students develop all aspects of their speaking skills, including vocabulary, grammar, comprehension, fluency, and pronunciation, and also increases student self-confidence.
4. The students of the eleventh grade at SMA Negeri 13 Makassar. They were interested learn speaking by using Role role-play method. It made the class more

active and less boring. After the treatment in the experimental class, the students found it easier to understand how to share and talk about themselves, used the correct vocabulary, used grammar, and were more correct in the way of pronunciation of vocabulary, and most importantly, they are no longer embarrassed when they talk about themselves using English.

B. Suggestion

The researcher gives some suggestions that would benefit students, teachers, and readers.

1. Students

The role-play method transformed the classroom into a dynamic and engaging environment, allowing students to practice speaking in real-life scenarios that mirrored authentic settings. This method incorporated a range of interactive exercises, such as presentations, conversations, and scenario-based activities, which not only enhanced language skills but also made learning enjoyable. To help students overcome speaking anxiety and build confidence, strategies such as advanced preparation, peer support, and positive feedback were employed. By working with encouraging friends or practicing in a low-stakes environment, students gradually became more comfortable and proficient in their speaking skills.

2. Teachers

Teachers presented statistics and testimonials that showcased the significant benefits of role-play in enhancing students' speaking skills, outperforming

traditional teaching methods. Additionally, they offered guidance on designing and implementing role-play activities tailored to diverse learning styles and proficiency levels, ensuring an inclusive and effective learning experience.

3. Readers

Acknowledge any potential challenges of the role-play method, such as requiring more teacher planning or adapting to a student-centred approach. Briefly mention potential areas for further research on role role-play method, such as its effectiveness in different language learning contexts or for specific student populations.

Maintain a positive and encouraging tone, emphasizing the potential of role play method to improve the speaking skills and motivation for language learning of senior high school students (Atrianus Toni, 2024).

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APPENDIXES

APPENDIX A SCHEDULE

APPENDIX A 1 THE SCHEDULE OF THE RESEARCH

No	Date	Activity	Time Allocation
1	April 21th 2025	Ask Permission	09.00 a.m
2	April 24th 2025	Pre-Test at Experimental Class (Class XI 5)	10.30-13.00
3	April 24th 2025	Pre-Test Control Class (XI 6)	11.45 13.15.00
4	May 08nd 2025	Treatment 1	10.30-13.00 & 13.05-15.00
5	May 08th 2024	Treatment 2	10.30-13.00 & 13.05-15.00
6	May 15th 2024	Treatment 3	10.30-13.00 & 13.05-15.00
7	May 15th 2024	Treatment 4	10.30-13.00 & 13.05-15.00
8	May 22nd 2024	Post-Test Experimental Class (XI 5)	10.30-13.00
9	May 22nd 2024	Post-Test Control Class (XI 6)	13.05-15.00

APPENDIX B DEVICES OF THE RESEARCH

APPENDIX B 1

RENCANA PELAKSANAAN PEMBELAJARAN

NAMA SEKOLAH	**: SMA Negeri 13 MAKASSAR**
MATA PELAJARAN	**: BAHASA INGGRIS**
KELAS/SEMESTER	**: XI/5**
LOKASI WAKTU	**: 2 X 45 MENIT**
PERTEMUAN	**: 1**
MATERI	**: USING ROLE PLAY METHOD TO IMPROVE STUDENTS' SPEAKING SKILLS (PRE-TEST: GIVING OPINION ABOUT YOUR SELF)**

TUJUAN PEMBELAJARAN

To know the significant of using the role play method to improve students' speaking skills.

LANGKAH- LANGKAH PEMBELAJARAN

Media: ➢ *Lembar Penilaian*	Alat: ➢ *Handphone* ➢ *Buku Tulis*

PENDAHULUAN **15 Menit**	• Guru menyapa dan memeriksa kehadiran siswa. • Siswa dipimpin untuk berdoa bersama. • Guru menyampaikan tujuan pembelajaran hari ini. • Guru menjelaskan apa yang akan dilakukan dalam speaking test.
KEGIATAN INTI **60 Menit**	***a. Teachers Activity*** • Guru memnjelaskan siswa akan mengikuti test berbicara secara individu. • Guru memberikan contoh dialog singkat yang memuat memberikan opini tentang diri sendiri. **Contoh:** *My name is ona, my hoby is reading, I like chicken without spices. My favorite colour is black and white.* • Guru menilai kemampuan berbicara siswa

	berdasarkan 5 aspek *speaking* yaitu: *Pronunciation, fluency, vocabulary, grammar, comprehension.* ***b. Students Activity*** • Siswa memperhatikan contoh dan mencatat ekspresi, kata dan kalimat yang digunakan untuk memberi opini. • Siswa menulis paragraf singkat yang berisi opini tentang diri sendiri. • Siswa mengamati dan memahami apa yang telah mereka tulis tentang diri sendiri. • Siswa mempresentasikan hasil yang mereka tulis tentang diri mereka sendiri. • Siwa menunjukan kemampuan mereka tanpa bantuan teks atau teman. • Siswa memiliki waktu 5 menit untuk berbicara.
PENUTUP **15 Menit**	• Guru memandu refleksi kegiatan hari ini: • Guru menyampaikan bahwa memahami 5 aspek speaking adalah dasar penting dalam komunikasi. • Guru menginformasikan materi untuk pertemuan berikutnya. • Kegiatan ditutup dengan salam.

Mengetahui

Guru Mata Pelajaran **Mahasiswa,**

Rasmawiyah, S.Pd.Gr **Ona Marta Iyarmasa**
NIP. 19821026 2041 2 007 **NIM: C1A121002**

RENCANA PELAKSANAAN PEMBELAJARAN

NAMA SEKOLAH	**: SMA Negeri 13 MAKASSAR**
MATA PELAJARAN	**: BAHASA INGGRIS**
KELAS/SEMESTER	**: XI/5**
LOKASI WAKTU	**: 2 X 45 MENIT**
PERTEMUAN	**: 2**
MATERI	**: USING ROLE PLAY METHOD TO IMPROVE STUDENTS' SPEAKING SKILLS (TREATMENT 1: CONVERSATION IN CAFFE)**

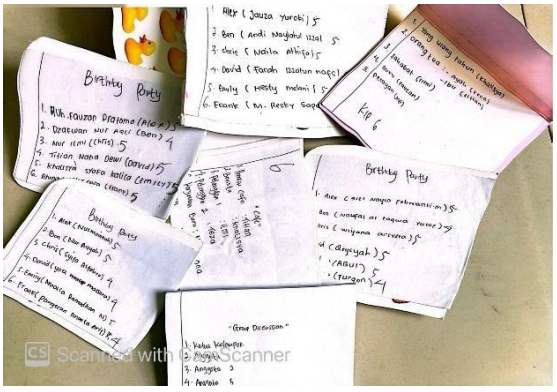
TUJUAN PEMBELAJARAN

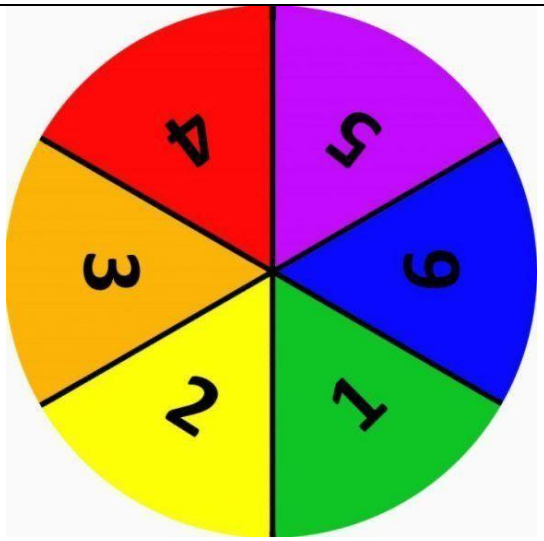
To know the significant of using the role play method to improve students' speaking skills.

LANGKAH- LANGKAH PEMBELAJARAN

Media: ➢ *Cards role play* ➢ *Lembar Penilaian*	Alat: ➢ *Handphone* ➢ *Buku Tulis*

PENDAHULUAN **15 Menit**	• Guru menyapa dan memeriksa kehadiran siswa. • Siswa dipimpin untuk berdoa bersama. • Guru menyampaikan tujuan pembelajaran hari ini. • Guru menjelaskan *Role play.*
KEGIATAN INTI **60 Menit**	***a) Teacher Activity*** • Guru membagi siswa ke dalam kelompok • Guru membagi media *cards* berisi tema/topik yang akan dipelajari (misalnya di restoran, disekolah, di rumah dan lain-lain). • Guru menjelaskan instruksi dan meberi contoh singkat *role play.* • Guru memberi waktu dan membimbing siswa Menyusun dialog berdasarkan peran yang telah ditentukan. • Guru mrngamati proses Latihan dan

	memberikan arahan jika diperlukan. • Guru menyiapkan dan menunjukan *spinning wheel* berisi nama-nama kelompok. • Guru memanggil kelompok untuk tampil bergiliran didepan kelas, setiap siswa memliki waktu 5 menit untuk mainkan perannya. • Guru memberikan penilaian kepada siswa sesuai 5 aspek *speaking*. ***b) Students' Activity*** • Siswa membentuk kelompok sesuai yang diarahkan guru. • Siswa menerima *cards* dan membaca tema/situasi yang diberikan. • Siswa memperhatikan contoh dari guru dan memahami Langkah-langkah kegiatan. • Siswa mendiskusikan dan Menyusun dialog singkat sesuai tema dan peran masing-masing. • Siswa berlatih role play dalam kelompok sebelum maju untuk mempresentasikan hasilnya. • Siswa tampil memerankan dialog yang telah dibuat secara berkelompok. • Siswa mendengarkan masukan dari guru. 

	
PENUTUP **15 Menit**	• Guru memandu refleksi kegiatan hari ini. • Guru menyampaikan bahwa memahami 5 aspek speaking adalah dasar penting dalam komunikasi. • Guru menginformasikan materi untuk pertemuan berikutnya. • Kegiatan ditutup dengan salam.

Mengetahui

Guru Mata Pelajaran **Mahasiswa,**

Rasmawiyah, S.Pd.Gr
NIP. 19821026 2041 2 007

Ona Marta Iyarmasa
NIM: C1A121002

RENCANA PELAKSANAAN PEMBELAJARAN

NAMA SEKOLAH	**: SMA Negeri 13 MAKASSAR**
MATA PELAJARAN	**: BAHASA INGGRIS**
KELAS/SEMESTER	**: XI/5**
LOKASI WAKTU	**: 2 X 45 MENIT**
PERTEMUAN	**: 3**
MATERI	**: USING ROLE PLAY METHOD TO IMPROVE STUDENTS' SPEAKING SKILLS (TREATMENT 2: BIRTHDAY PARTY)**

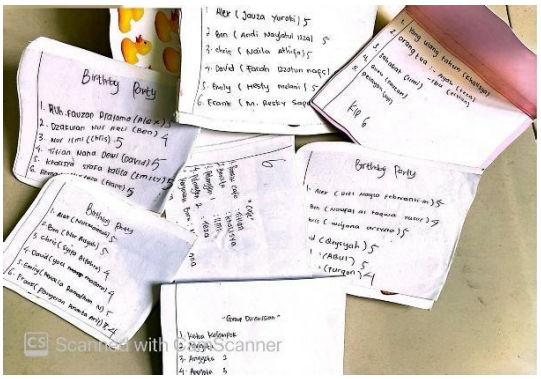
TUJUAN PEMBELAJARAN

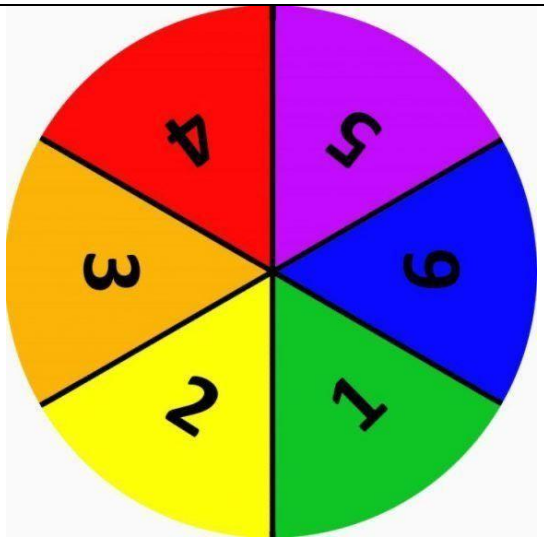
To know the significant of using the role play method to improve students' speaking skills.

LANGKAH- LANGKAH PEMBELAJARAN

Media: ➢ *Cards role play* ➢ *Lembar Penilaian*	Alat: ➢ *Handphone* ➢ *Buku Tulis*

PENDAHULUAN **15 Menit**	• Guru menyapa dan memeriksa kehadiran siswa. • Siswa dipimpin untuk berdoa bersama. • Guru menyampaikan tujuan pembelajaran hari ini.
KEGIATAN INTI **60 Menit**	***a. Teacher Activity*** • Guru menjelaskan/meriviem Kembali materi sebelumnya. • Guru membagi siswa ke dalam kelompok • Guru membagi media *cards* berisi tema/topik yang akan dipelajari (misalnya di restoran, disekolah, di rumah dan lain-lain). • Guru menjelaskan instruksi dan meberi contoh singkat *role play.* • Guru memberi waktu dan membimbing siswa Menyusun dialog berdasarkan peran yang telah ditentukan.

	• Guru mrngamati proses Latihan dan memberikan arahan jika diperlukan. • Guru menyiapkan dan menunjukan *spinning wheel* berisi nama-nama kelompok. • Guru memanggil kelompok untuk tampil bergiliran didepan kelas, setiap siswa memliki waktu 5 menit untuk mainkan perannya. • Guru memberikan penilaian kepada siswa sesuai 5 aspek *speaking.* ***b. Students' Activity*** • Siswa membentuk kelompok sesuai yang diarahkan guru. • Siswa menerima *cards* dan membaca tema/situasi yang diberikan. • Siswa memperhatikan contoh dari guru dan memahami Langkah-langkah kegiatan. • Siswa mendiskusikan dan Menyusun dialog singkat sesuai tema dan peran masing-masing. • Siswa berlatih role play dalam kelompok sebelum maju untuk mempresentasikan hasilnya. • Siswa tampil memerankan dialog yang telah dibuat secara berkelompok. • Siswa mendengarkan masukan dari guru. 

	
PENUTUP **15 Menit**	• Guru memandu refleksi kegiatan hari ini. • Guru menyampaikan bahwa memahami 5 aspek speaking adalah dasar penting dalam komunikasi. • Guru menginformasikan materi untuk pertemuan berikutnya. • Kegiatan ditutup dengan salam.

Mengetahui

Guru Mata Pelajaran **Mahasiswa,**

Rasmawiyah, S.Pd.Gr
NIP. 19821026 2041 2 007

Ona Marta Iyarmasa
NIM: C1A121002

RENCANA PELAKSANAAN PEMBELAJARAN

NAMA SEKOLAH	**: SMA Negeri 13 MAKASSAR**
MATA PELAJARAN	**: BAHASA INGGRIS**
KELAS/SEMESTER	**: XI/5**
LOKASI WAKTU	**: 2 X 45 MENIT**
PERTEMUAN	**: 4**
MATERI	**: USING ROLE PLAY METHOD TO IMPROVE STUDENTS' SPEAKING SKILLS (TREATMENT 3 : OPEN A NEW BANK ACCOUNT)**

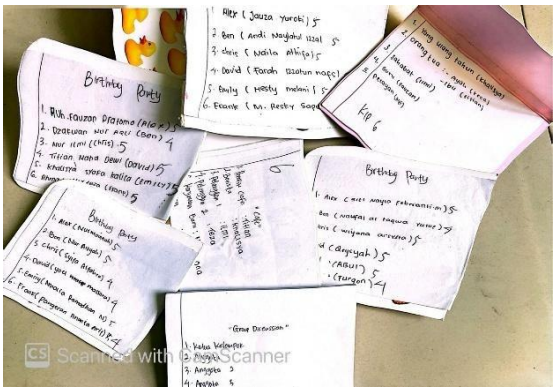
TUJUAN PEMBELAJARAN

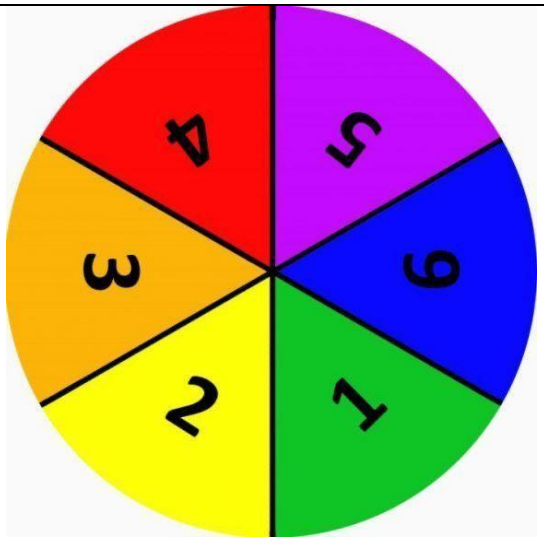
To know the significant of using the role play method to improve students' speaking skills.

LANGKAH- LANGKAH PEMBELAJARAN

Media: ➢ *Cards role play* ➢ *Lembar Penilaian*	Alat: ➢ *Handphone* ➢ *Buku Tulis*

PENDAHULUAN **15 Menit**	• Guru menyapa dan memeriksa kehadiran siswa. • Siswa dipimpin untuk berdoa bersama. • Guru menyampaikan tujuan pembelajaran hari ini.
KEGIATAN INTI **60 Menit**	***b. Teacher Activity*** • Guru menjelaskan/meriviem Kembali materi sebelumnya. • Guru membagi siswa ke dalam kelompok • Guru membagi media *cards* berisi tema/topik yang akan dipelajari (misalnya di restoran, disekolah, di rumah dan lain-lain). • Guru menjelaskan instruksi dan meberi contoh singkat *role play.* • Guru memberi waktu dan membimbing siswa Menyusun dialog berdasarkan peran yang telah ditentukan.

	• Guru mrngamati proses Latihan dan memberikan arahan jika diperlukan. • Guru menyiapkan dan menunjukan *spinning wheel* berisi nama-nama kelompok. • Guru memanggil kelompok untuk tampil bergiliran didepan kelas, setiap siswa memliki waktu 5 menit untuk mainkan perannya. • Guru memberikan penilaian kepada siswa sesuai 5 aspek *speaking.* ***b. Students' Activity*** • Siswa membentuk kelompok sesuai yang diarahkan guru. • Siswa menerima *cards* dan membaca tema/situasi yang diberikan. • Siswa memperhatikan contoh dari guru dan memahami Langkah-langkah kegiatan. • Siswa mendiskusikan dan Menyusun dialog singkat sesuai tema dan peran masing-masing. • Siswa berlatih role play dalam kelompok sebelum maju untuk mempresentasikan hasilnya. • Siswa tampil memerankan dialog yang telah dibuat secara berkelompok. • Siswa mendengarkan masukan dari guru. 

	
PENUTUP **15 Menit**	• Guru memandu refleksi kegiatan hari ini. • Guru menyampaikan bahwa memahami 5 aspek speaking adalah dasar penting dalam komunikasi. • Guru menginformasikan materi untuk pertemuan berikutnya. • Kegiatan ditutup dengan salam.

Mengetahui

Guru Mata Pelajaran **Mahasiswa,**

Rasmawiyah, S.Pd.Gr
NIP. 19821026 2041 2 007

Ona Marta Iyarmasa
NIM: C1A121002

RENCANA PELAKSANAAN PEMBELAJARAN

NAMA SEKOLAH	**: SMA Negeri 13 MAKASSAR**
MATA PELAJARAN	**: BAHASA INGGRIS**
KELAS/SEMESTER	**: XI/5**
LOKASI WAKTU	**: 2 X 45 MENIT**
PERTEMUAN	**: 5**
MATERI	**: USING ROLE PLAY METHOD TO IMPROVE STUDENTS' SPEAKING SKILLS (TREATMENT 4: PLANNING A FAMILY REUNION)**

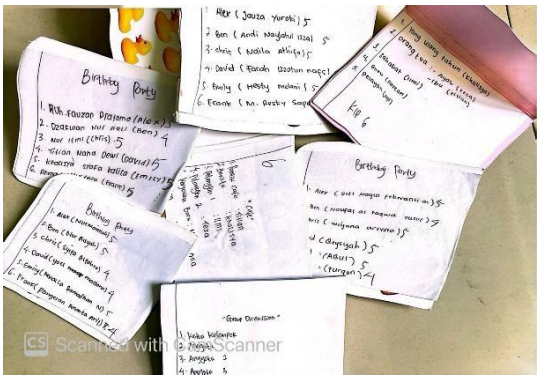
TUJUAN PEMBELAJARAN

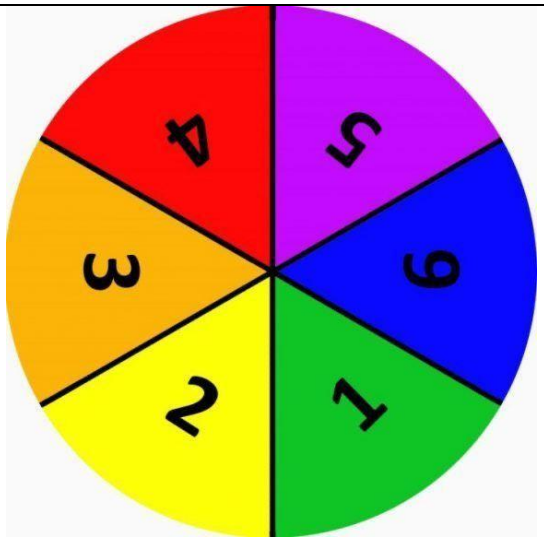
To know the significant of using the role play method to improve students' speaking skills.

LANGKAH- LANGKAH PEMBELAJARAN

Media: ➢ *Cards role play* ➢ *Lembar Penilaian*	Alat: ➢ *Handphone* ➢ *Buku Tulis*

PENDAHULUAN **15 Menit**	• Guru menyapa dan memeriksa kehadiran siswa. • Siswa dipimpin untuk berdoa bersama. • Guru menyampaikan tujuan pembelajaran hari ini.
KEGIATAN INTI **60 Menit**	***a. Teacher Activity*** • Guru menjelaskan/meriviem Kembali materi sebelumnya. • Guru membagi siswa ke dalam kelompok • Guru membagi media *cards* berisi tema/topik yang akan dipelajari (misalnya di restoran, disekolah, di rumah dan lain-lain). • Guru menjelaskan instruksi dan meberi contoh singkat *role play.* • Guru memberi waktu dan membimbing siswa Menyusun dialog berdasarkan peran yang telah ditentukan.

	• Guru mrngamati proses Latihan dan memberikan arahan jika diperlukan. • Guru menyiapkan dan menunjukan *spinning wheel* berisi nama-nama kelompok. • Guru memanggil kelompok untuk tampil bergiliran didepan kelas, setiap siswa memliki waktu 5 menit untuk mainkan perannya. • Guru memberikan penilaian kepada siswa sesuai 5 aspek *speaking.* ***b. Students' Activity*** • Siswa membentuk kelompok sesuai yang diarahkan guru. • Siswa menerima *cards* dan membaca tema/situasi yang diberikan. • Siswa memperhatikan contoh dari guru dan memahami Langkah-langkah kegiatan. • Siswa mendiskusikan dan Menyusun dialog singkat sesuai tema dan peran masing-masing. • Siswa berlatih role play dalam kelompok sebelum maju untuk mempresentasikan hasilnya. • Siswa tampil memerankan dialog yang telah dibuat secara berkelompok. • Siswa mendengarkan masukan dari guru. 

	
PENUTUP **15 Menit**	• Guru memandu refleksi kegiatan hari ini. • Guru menyampaikan bahwa memahami 5 aspek speaking adalah dasar penting dalam komunikasi. • Guru menginformasikan materi untuk pertemuan berikutnya. • Kegiatan ditutup dengan salam.

Mengetahui

Guru Mata Pelajaran **Mahasiswa,**

Rasmawiyah, S.Pd.Gr
NIP. 19821026 2041 2 007

Ona Marta Iyarmasa
NIM: C1A121002

RENCANA PELAKSANAAN PEMBELAJARAN

NAMA SEKOLAH	**: SMA Negeri 13 MAKASSAR**
MATA PELAJARAN	**: BAHASA INGGRIS**
KELAS/SEMESTER	**: XI/5**
LOKASI WAKTU	**: 2 X 45 MENIT**
PERTEMUAN	**: 6**
MATERI	**: USING ROLE PLAY METHOD TO IMPROVE STUDENTS' SPEAKING SKILLS (POST-TEST: GIVING OPINION ABOUT YOUR PARENTS)**

TUJUAN PEMBELAJARAN

To know the significant of using the role play method to improve students' speaking skills.

LANGKAH- LANGKAH PEMBELAJARAN

Media: ➢ *Lembar Penilaian*	Alat: ➢ *Handphone* ➢ *Buku Tulis*

PENDAHULUAN **15 Menit**	• Guru menyapa dan memeriksa kehadiran siswa. • Siswa dipimpin untuk berdoa bersama. • Guru menyampaikan tujuan pembelajaran hari ini.
KEGIATAN INTI **60 Menit**	***a. Teacher Activity*** • Guru menjelaskan apa yang akan dilakukan dalam speaking test. • Guru memberikan contoh dialog singkat yang memuat memberikan opini tentang orang tua. **Contoh:** *My name is ona, I have a bad father. My father made me and all of my sisters have a traumatic experience. My father cheats on my mom, but my mom is still kind to my dad. So, I think I just need my mom in the world.* • Guru menilai kemampuan berbicara siswa

	berdasarkan 5 aspek *speaking* yaitu: *Pronunciation, fluency, vocabulary, grammar, comprehension.* ***b. Students Activity*** • Siswa memperhatikan contoh yang diberikan. • Siswa menulis paragraf singkat yang berisi opini tentang orang tua. • Siswa mengamati dan memahami apa yang telah mereka tulis tentang orang tua. • Siswa mempresentasikan hasil yang mereka tulis tentang orang tua. • Siswa memiliki waktu 5 menit untuk berbicara.
PENUTUP **15 Menit**	• Guru memandu refleksi kegiatan hari ini: • Guru menyampaikan bahwa memahami 5 aspek speaking adalah dasar penting dalam komunikasi. • Guru menginformasikan materi untuk pertemuan berikutnya. • Kegiatan ditutup dengan salam.

Mengetahui

Guru Mata Pelajaran **Mahasiswa,**

Rasmawiyah, S.Pd.Gr **Ona Marta Iyarmasa**
NIP. 19821026 2041 2 007 **NIM: C1A121002**

APPENDIX C RESEARCH DATA AND ANALYSIS

APPENDIX C 1 Score Pre-Test and Post-Test Control Class

Name	Pre-test	Post-test
Student 1	68	76
Student 2	64	76
Student 3	64	72
Student 4	68	76
Student 5	68	72
Student 6	52	52
Student 7	56	60
Student 8	56	**56**
Student 9	56	76
Student 10	76	72
Student 11	76	76
Student 12	72	76
Student 13	68	76
Student 14	68	72
Student 15	72	76
Student 16	44	**52**
Student 17	68	76
Student 18	64	76
Student 19	64	76
Student 20	**56**	72
Student 21	44	72
Student 22	60	76
Student 23	60	88
Student 24	64	84
Student 25	76	84
Student 26	68	84
Student 27	64	84
Student 28	60	76
Student 29	56	72
Student 30	56	72
Student 31	52	72
Student 32	68	60
Student 33	68	72
Student 34	68	76
Student 35	68	76
Student 36	68	76

No	Name	Aspect Of Assessed					Score	Total Score	Categories
		P	G	V	F	C			
1	Student 1	4	4	3	3	3	17	68	Fair
2	Student 2	1	4	3	4	4	16	64	Fair
3	Student 3	4	2	4	4	2	16	64	Fair
4	Student 4	4	4	3	3	3	17	68	Fair
5	Student 5	3	3	3	4	4	17	68	Fair
6	Student 6	2	3	2	3	3	13	52	Poor
7	Student 7	2	3	3	3	3	14	56	Poor
8	Student 8	3	2	3	3	3	14	56	Poor
9	Student 9	3	3	3	3	2	14	56	Poor
10	Student 10	3	4	4	4	4	19	76	Good
11	Student 11	4	4	4	4	3	19	76	Good
12	Student 12	4	4	4	3	3	18	72	Good
13	Student 13	3	4	4	3	3	17	68	Fair
14	Student 14	4	4	3	3	3	17	68	Fair
15	Student 15	3	3	4	4	4	18	72	Good
16	Student 16	2	2	2	3	2	11	44	Very Poor
17	Student 17	4	4	3	3	3	17	68	Fair
18	Student 18	2	2	4	4	4	16	64	Fair
19	Student 19	4	4	4	2	2	16	64	Fair
20	Student 20	3	3	3	3	3	15	60	Fair
21	Student 21	2	2	3	2	2	11	44	Very Poor
22	Student 22	3	3	3	3	3	15	60	Fair
23	Student 23	3	4	4	2	2	15	60	Fair
24	Student 24	4	2	4	3	3	16	64	Fair
25	Student 25	3	4	3	4	5	19	76	Good
26	Student 26	3	5	5	2	2	17	68	Fair
27	Student 27	4	4	4	2	2	16	64	Fair
28	Student 28	2	2	2	2	3	11	44	Poor
29	Student 29	4	3	3	2	2	14	56	Poor
30	Student 30	3	3	3	2	3	14	56	Poor
31	Student 31	2	3	5	1	2	13	52	Poor
32	Student 32	2	4	2	4	5	17	68	Fair
33	Student 33	3	4	3	3	4	17	68	Fair
34	Student 34	3	3	5	3	3	17	68	Fair
35	Student 35	4	2	4	3	4	17	68	Fair
36	Student 36	2	5	2	3	5	17	68	Fair

No	Name	Aspect Of Assessed					Score	Total Score	Categories
		P	G	V	F	C			
1	Student 1	5	5	4	3	2	19	76	Good
2	Student 2	4	4	4	4	3	19	76	Good
3	Student 3	3	5	4	3	3	18	72	Good
4	Student 4	3	5	4	3	4	19	76	Good
5	Student 5	4	3	5	3	3	18	72	Good
6	Student 6	2	3	2	3	3	13	52	Poor
7	Student 7	5	5	5	2	1	18	72	Good
8	Student 8	3	2	3	3	3	14	**56**	Poor
9	Student 9	3	3	3	5	5	19	76	Poor
10	Student 10	5	1	5	4	3	18	72	Good
11	Student 11	4	4	4	4	3	19	76	Good
12	Student 12	4	4	4	3	4	19	76	Good
13	Student 13	2	2	5	5	5	19	76	Good
14	Student 14	4	4	3	3	4	18	72	Good
15	Student 15	3	3	4	4	4	18	76	Good
16	Student 16	1	4	2	2	4	12	**52**	Poor
17	Student 17	5	4	1	5	4	19	76	Good
18	Student 18	2	5	2	5	5	19	76	Good
19	Student 19	5	5	5	2	2	19	76	Good
20	Student 20	3	5	2	5	3	18	72	Good
21	Student 21	5	5	3	3	2	18	72	Good
22	Student 22	3	5	5	4	2	19	76	Good
23	Student 23	5	5	5	5	2	22	88	Verry Good
24	Student 24	4	5	4	5	3	21	84	Verry Good
25	Student 25	5	4	3	4	5	21	84	Verry Good
26	Student 26	3	5	5	4	4	21	84	Verry Good
27	Student 27	4	4	3	5	5	21	84	Verry Good
28	Student 28	4	4	5	5	1	19	76	Good
29	Student 29	4	5	4	1	4	18	72	Good
30	Student 30	4	4	4	4	2	18	72	Good
31	Student 31	5	4	4	3	2	18	72	Good
32	Student 32	2	1	2	5	5	15	60	Fair
33	Student 33	3	4	3	3	5	18	72	Good
34	Student 34	3	3	5	3	5	19	76	Good
35	Student 35	5	3	5	3	3	19	76	Good
3	Student 36	1	5	5	3	5	19		Good

76

APPENDIX C 2 Score Pre-Test and Post-Test Experimental Class

Name	Pre-test	Post-test
Student 1	76	84
Student 2	60	76
Student 3	64	76
Student 4	56	72
Student 5	60	64
Student 6	76	**88**
Student 7	72	88
Student 8	68	88
Student 9	68	84
Student 10	72	80
Student 11	76	80
Student 12	76	84
Student 13	76	80
Student 14	68	76
Student 15	64	**76**
Student 16	**56**	60
Student 17	64	76
Student 18	64	76
Student 19	72	80
Student 20	72	80
Student 21	68	76
Student 22	68	76
Student 23	68	76
Student 24	64	76
Student 25	64	76
Student 26	64	76
Student 27	52	60
Student 28	56	64
Student 29	64	76
Student 30	76	88
Student 31	76	88
Student 32	76	88
Student 33	76	88
Student 34	68	**80**
Student 35	64	88
Student 36	64	88

No	Name	Aspect Of Assessed					Score	Total Score	Categories
		P	G	V	F	C			
1	Student 1	4	4	3	3	5	19	76	Good
2	Student 2	1	4	3	4	3	15	60	Fair
3	Student 3	4	4	2	4	2	16	64	Fair
4	Student 4	2	3	3	3	3	14	56	Poor
5	Student 5	2	1	2	5	5	15	60	Fair
6	Student 6	3	5	2	5	4	19	76	Good
7	Student 7	5	4	3	3	3	18	72	Good
8	Student 8	4	1	5	4	3	17	68	Fair
9	Student 9	3	3	3	3	5	17	68	Fair
10	Student 10	4	3	3	4	4	18	72	Good
11	Student 11	4	4	4	4	3	19	76	Good
12	Student 12	3	5	4	3	4	19	76	Good
13	Student 13	3	5	5	3	3	19	76	Good
14	Student 14	4	4	3	3	3	17	68	Fair
15	Student 15	3	3	4	2	4	16	64	Fair
16	Student 16	3	3	3	3	2	14	**56**	Poor
17	Student 17	3	4	3	3	3	16	64	Fair
18	Student 18	2	4	2	4	4	16	64	Fair
19	Student 19	5	4	4	3	2	18	72	Good
20	Student 20	4	3	3	3	5	18	72	Good
21	Student 21	3	5	3	3	3	17	68	Fair
22	Student 22	3	5	3	3	3	17	68	Fair
23	Student 23	3	5	5	2	2	17	68	Fair
24	Student 24	4	2	4	3	3	16	64	Fair
25	Student 25	3	4	3	4	2	16	64	Fair
26	Student 26	1	5	5	2	2	16	64	Fair
27	Student 27	3	4	2	2	2	13	52	Poor
28	Student 28	3	3	2	3	3	14	56	Poor
29	Student 29	4	3	3	4	2	16	64	Fair
30	Student 30	5	3	5	3	3	19	76	Good
31	Student 31	4	3	5	3	4	19	76	Good
32	Student 32	4	4	2	4	5	19	76	Good
33	Student 33	3	4	5	3	4	19	76	Good
34	Student 34	3	3	5	3	3	17	68	Fair
35	Student 35	3	2	4	3	4	16	64	Fair
36	Student 36	2	5	2	3	4	16	64	Fair

No	Name	Aspect Of Assessed					Score	Total Score	Categories
		P	G	V	F	C			
1	Student 1	5	4	4	3	5	21	84	Very Good
2	Student 2	3	4	4	4	4	19	76	Good
3	Student 3	5	4	3	4	3	19	76	Good
4	Student 4	2	3	3	3	3	18	72	Good
5	Student 5	3	3	2	5	5	15	64	Fair
6	Student 6	4	5	4	5	4	22	**88**	Very Good
7	Student 7	5	4	5	3	5	22	88	Very Good
8	Student 8	4	4	5	4	5	22	88	Very Good
9	Student 9	3	4	4	5	3	19	76	Good
10	Student 10	4	3	5	4	4	20	80	Very Good
11	Student 11	4	4	5	4	3	20	80	Very Good
12	Student 12	3	5	5	4	4	21	84	Very Good
13	Student 13	4	5	5	3	3	20	80	Very Good
14	Student 14	4	4	4	3	4	19	76	Good
15	Student 15	4	4	4	2	5	19	**76**	Good
16	Student 16	3	3	4	3	2	15	60	Fair
17	Student 17	4	4	5	3	3	19	76	Good
18	Student 18	3	5	3	4	4	19	76	Good
19	Student 19	5	4	4	3	4	20	80	Very Good
20	Student 20	4	3	5	3	5	20	80	Very Good
21	Student 21	3	5	3	5	3	19	76	Good
22	Student 22	5	5	3	3	3	19	76	Good
23	Student 23	3	5	5	4	2	19	76	Good
24	Student 24	4	4	5	3	3	19	76	Good
25	Student 25	5	4	3	4	3	19	76	Good
26	Student 26	3	5	5	3	2	19	76	Good
27	Student 27	3	4	4	2	2	15	60	Fair
28	Student 28	4	4	2	3	3	16	64	Fair
29	Student 29	4	3	3	4	5	19	76	Good
30	Student 30	5	4	5	4	4	22	88	Very Good
31	Student 31	5	5	5	3	4	22	88	Very Good
32	Student 32	5	5	2	5	5	22	88	Very Good
33	Student 33	5	4	5	4	4	22	88	Very Good
34	Student 34	4	4	5	4	3	20	**80**	Very Good
35	Student 35	5	3	5	5	4	22	88	Very Good
36	Student 36	5	5	5	3	4	22	88	Very Good

APPENDIX C 3 Data Analysis SPSS

The Frequency of Pre-Test in Experimental Class and Control Class

Interval of Score	Categories	Experimental Class		Control Class	
		F	%	F	%
80-100	Verry good	0	0%	0	0%
70-79	Good	13	37%	5	16%
60-69	Fair	19	53%	21	59%
50-59	Poor	4	10%	8	22%
≤ **50**	Very Poor	0	0%	2	3%
		36	100%	36	100%

Statistics Pre-Test Experimental Class and Control Class

Statistics	Experimental Class	Control Class
N	36	36
Mean	68.36	63.00
Std. Deviation	6.770	8.007

The Frequency of Post-Test in Experimental Class and Control Class

Interval of Score	Categories	Experimental Class		Control Class	
		F	%	F	%
80-100	Verry good	17	48%	5	17%
70-79	Good	15	42%	26	72%
60-69	Fair	4	10%	2	6%
50-59	Poor	0	0%	3	9%
≤ 50	Very Poor	0	0%	0	0%
		36	100%	36	100%

Statistics Post-Test Experimental Class and Control Class

Statistics	Experimental Class	Control Class
N	36	36
Mean	78.86	73.50
Std. Deviation	7.983	7.233

The Result Experimental Class and Control Class

Class	Statistics	Pre-Test	Post-Test
Experimental Class	Mean	68.36	78.86
	N	36	36
	Std. Deviation	6.770	7.983
Control Class	Mean	63.00	73.50
	N	36	36
	Std. Deviation	8.007	7.233

Normality Test

Class	Kolmogorov-Smirnov[a]		
	Statistic	df	Sig.
Pre-Test Experiment (RolePlay Method)	.121	36	.200*
Post-Test Experiment (RolePlay Method)	.124	36	.179
Pre-Test Control (Conventional)	.132	36	.115
Post-Test Control (Conventional)	.137	36	.085

Homogeneity Test

Post-Test Control and Experimental Class

		Levene Statistic	df1	df2	Sig.
Speaking Skill	Based on Mean	.324	1	70	.571
	Based on Median	.393	1	70	.533
	Based on the Median and with adjusted df	.393	1	69.977	.533
	Based on trimmed mean	.357	1	70	.552

Independent Sample T-Test

Post-Test Control and Experimental Class

Table 11 Independent Sample T-Test

		Levene's Test for Equality of Variances		**t-test for Equality of Means**						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Speaking Skill	Equal variances assumed	.324	.571	16.953	70	.000	15.194	896	16.982	13.407
	Equal variances not assumed.			16.953	69.953	.000	15.194	896	16.982	13.407

APPENDIX D TRANSCRIPT

APPENDIX D 1 Manuscript Pre-Test of Three Students From Experimental Class based on the Criteria: Very good or Good, Fair, and Poor.

Student 1: Hi, I'm Qeisyah Anastasia. I am seventeen years old…(pause) and the only child in my family. Eeeee (pause) I consider myself someone who lives with an "IDGAF" mindset ehhh… it helps me avoid negativity and focus on what really matters. I may seem café-free, but I am actually… (pause) quite ambitious. Eeee….. I dream of becoming a forensic doctor because I am interested in science and solving mysteries. At the same time, mmmm (pause) I am also passionate about technology and creativity, which is why I want to be a game developer too. That's a little about me. Thanks for listening.

Student 2: Assalamulaikum wr.wb ehhhh.. my name is said ee.. and now I talk about….(pause) how amazing myself. Mmm..I don't have parents..(pause) I don't know why my parents lift me and make me, and my grandmother to suffer. I'm proud of how far I've come mmm….. I mean, I'm not perfect, but I've learned to be strong and resilient. Ehhhhh… I've had to fight for everything I have, and that's what makes it all worth it. I'm not just surviving; I'm thriving. And that's something to be proud of. I've got a good job, great friends, and a sense of purpose. I wouldn't change a thing, hmmmm…. even if I could. Because in the end, it's not about where I came from, but…..(pause) where I'm going. That's all about me, thanks.

Student 3: Assalamulaikum wr.wb. hi guys…. Let me introduce my self, im Nayla ..ehhhh…(pause) usually imcalled La, hmmm…. At home im a bit quiet but

outside im a pretty cheerful person. Hmm..(pause) At school im join a studio organization I feel like I have a second home because the people in it are very kind an care about me. Ehhh…..since a was a little I have had the ambition to become a doctor. So, that I can cure that I can cure many people. That's all about me and thankyou.

APPENDIX D 2 Manuscript Post-test of Three Students From Experimental Class based on the Criteria: Very good or Good, Fair, and Poor.

Student 1: Assalamulaikum and good afternoon, my friends. Eeehh.. well, if we talk about our parents..mmmm.. my parents are the type of people who are relaxed and free. I was never forced to do something I didn't like, and my parents weren't strict with me. they let me roam freely, so I can find anything in this world, and that's why I love my mom and dad.

Student 2: Hi, ehhh today I talk about my parents. My parents are my everything. They've always been there for me, supporting me through thick and thin. My mom is my biggest cheerleader, always encouraging me to pursue my dreams, no matter how crazy they may seem. And my dad is my rock, ehhh…. always offering wise advice and guidance whenever I need it. I'm so grateful to have them in my life. They taught me the importance of hard work, kindness, hmmmm…(pause) and perseverance. I feel so lucky to have such amazing role models.

Student 3: Hi guys, today im talking about my parents. Eh… my parents are the most amazing people in my life. My mom is so caring and always makes sure I'm doing well in school. Ehh.. she's always there to listen to me when I have problems or just need someone to talk to. My dad is super funny and always makes me laugh, even on my worst day. He is also realy smart and teaches me new things me in everything I do and ancourage me to be the best version of myself. Im really lucky to have them as my parents.

APPENDIX E DOCUMENTATION

APPENDIX D 1 Documentation Experimental Class



Picture 1: Pre-test Experimental Class



Picture 2 Treatment



Picture 3 Discussion



Picture 4 Role-play



Picture 5 Post-test

APPENDIX D 2 Documentation Control Class



Picture 6: Pre-test Control class







Picture 7: Last meeting

APPENDIX B LETTERS

	UNIVERSITAS MEGAREZKY **FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN** Membina: Program Studi Sarjana Pendidikan Guru Sekolah Dasar (PGSD), Program Studi Sarjana Pendidikan Jasmani, Program Studi Sarjana Pendidikan Sosiologi, Program Studi Sarjana Pendidikan Bahasa Inggris Jl. Antang Raya No. 43 Telp. (0411) 492401 – 496401 Web : http://universitasmegarezky.ac.id Email : fkip.unimerz@gmail.com	Kode No : FKIP 091056 03 Tanggal : 14 Juli 2021 Revisi : 01 Halaman :

No 043/PP/01.091056.03/.IV../2025
Lampiran : 1 (Satu) Proposal
Hal : ***Permohonan Izin Penelitian***

Kepada,
Yth. Bapak Gubernur Provinsi Sulawesi Selatan
Cq. Kepala SMA NEGERI 13 MAKASSAR
Di_
Makassar

Dengan hormat disampaikan bahwa, mahasiswa Fakultas Keguruan dan Ilmu Pendidikan Megarezky yang tersebut di bawah ini akan melaksanakan penelitian dalam rangka penyelesaian studi sarjana.

Nama	: Ona Marta Iyarmasa
Nomor Pokok	: C1A121002
Program Studi	: **Pendidikan Bahasa Inggris**
Pelaksanaan Penelitian	: 16 April-16 Mei 2025
Judul Penelitian	: ***"Using role play method to improve students' speaking skill at senior high school"***

Sehubungan dengan hal tersebut di atas, dimohon kiranya yang bersangkutan dapat diberikan izin penelitian.

Atas perhatian dan kerjasama yang baik diucapkan terima kasih.

Makassar, 11 April 2025
a.n Dekan ,
Wakil Dekan I BID. Akademik dan Kemahasiswaan

Dr. Cirwati, S.Pd.,M.Pd
NIDN.0906107303

Tembusan:
1. *Ketua LPPM UNIMERZ;*
2. *Mahasiswa yang bersangkutan ;*
3. *Arsip.*

PEMERINTAH PROVINSI SULAWESI SELATAN

DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Jl.Bougenville No.5 Telp. (0411) 441077 Fax. (0411) 448936
Website : http://simap-new.sulselprov.go.id Email : ptsp@sulselprov.go.id
Makassar 90231

Nomor	: **7219/S.01/PTSP/2025**	**Kepada Yth.**
Lampiran	: -	Kepala Dinas Pendidikan Prov. Sulawesi Selatan
Perihal	: **Izin penelitian**	

di-
Tempat

Berdasarkan surat Dekan FKIP Univ. Megarezky Makassar Nomor : 054/PP/01.091056.03/IV/2025 tanggal 11 April 2025 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

N a m a	: **Ona Marta Iyarmasa**
Nomor Pokok	: C1A121002
Program Studi	: Pendidikan Bahasa Inggris
Pekerjaan/Lembaga	: Mahasiswa (S1)
Alamat	: Jl. Antang Raya No. 43, Makassar

ptsp
PROVINSI SULAWESI SELATAN

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka menyusun SKRIPSI, dengan judul :

" USING ROLE PLAY METHOD TO IMPROVE STUDENTS' SPEAKING SKILLS AT SENIOR HIGH SCHOOL "

Yang akan dilaksanakan dari : Tgl. ***21 April s/d 21 Mei 2025***

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami ***menyetujui*** kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.

Demikian Surat Keterangan ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar
Pada Tanggal 12 April 2025

KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU PROVINSI SULAWESI SELATAN

ASRUL SANI, S.H., M.Si.
Pangkat : PEMBINA TINGKAT I
Nip : 19750321 200312 1 008

Tembusan Yth
1. Dekan FKIP Univ. Megarezky Makassar di Makassar;
2. *Pertinggal.*

PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
SMA NEGERI 13 MAKASSAR
Jl. Tamangapa Raya III No. 37. Telp.8900647 Makassar

SURAT KETERANGAN SELESAI PENELITIAN
Nomor : 400.7.22.1/426/UPT-SMAN.13 MKS/MKS I/DISDIK

Yang bertanda tangan di bawah ini :

Nama	: **H. NURSYAMSIAH, S.Pd, M.Pd**
NIP	: 19670728 198812 2 004
Jabatan	: Kepala Sekolah
Unit Kerja	: SMAN 13 Makassar

Dengan ini menerangkan bahwa Mahasiswa yang bernama :

Nama	: **ONA MARTA IYARMASA**
NIM	: C1A121002
Program Studi	: Pendidikan Bahasa Inggris
Pekerjaan/Lembaga	: Mahasiswa (S.1) / Megarezky
Alamat	: Jl. Antang Raya No. 43 Makassar

Menerangkan bahwa mahasiswa tersebut telah selesai melakukan Penelitian di SMA Negeri 13 Makassar dari tgl 21 April sd 21 Mei 2025 , untuk memperoleh data dalam rangka Penyusunan Skripsi yang **Berjudul " USING ROLE PLAY METHOD TO IMPROVE STUDENTS' SPEAKING SKILL AT SENIOR HISH SCHOOL "**

Demikian Surat Keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Makassar, 22 Mei 2025

Kepala UPT SMAN 13,

Pemerintah Provinsi
Sulawesi Selatan
Dokumen ini ditandatangani secara digital

H. NURSYAMSIAH, S.Pd, M.Pd
Pangkat : Pembina Utama Muda
NIP. 19670728 198812 2 004

LEMBAGA PENELITIAN DAN PENGABDIAN MASYARAKAT (LPPM)
UNIVERSITAS MEGAREZKY
SK. Menristekdikti RI. No.1194/KPT/I/2018 Terakreditasi BAN PT
Kampus II : Jalan Antang Raya No 43 Telp. 0411 - 492 401 - 496401 Fax 496614 Website : http://universitasmegarezky.ac.id E-mail : info@universitasmegarezky.ac.id

KETERANGAN LOLOS UJI TURNITIN
No. 966 /T/07.091056/VIII /2025

Yang bertanda tangan di bawah ini,

Nama : Syamsyuriyana Sabar, S.Kep., Ns., M.Kep

NIDN : 0915118602

Jabatan : Ketua LPPM

Menyatakan bahwa :

Nama : Ona Marta Iyarmasa

NIM : C1A121002

Prodi : Pendidikan Bahasa Inggris

Judul Skripsi/KTI : Using Role Play Method To Improve Students' Speaking Skills At Senior High School

Telah melalui uji *similarity* dengan software *Turnitin* dan dinyatakan lolos dengan **persentase 30%** sesuai bukti terlampir.

Demikian Surat Keterangan ini di buat untuk dipergunakan sebagaimana mestinya.

Makassar, 04 Agustus 2025
Ketua,

Ns. Syamsyuriyana Sabar, M.Kep
NIDN: 09 151186 02

AUTOBIOGRAPHY



Ona Marta Iyarmasa is the Researcher. She was born on October 28th 2002 in Kupang. She is the daughter of Nataniel Iyarmasa (father) and Yosepina Louloulia (mother). She has one brother and two sisters, Luter, Ochy and Orpa. Formal education which is gone through as follows: SD Negeri 1 Seira. Then, she continued to Junior High School SMP Negeri 1 Seira. She continued her study in Senior High School SMA Negeri Unggulan Saumlaki and finished in 2021. She completed all of her basic education in Tanimbar, Maluku. After graduated her education at Senior High School at 2021, she moved to Makassar and tried to continue her education. During completed her study at Megarezky University, she was active in organization.