THE EFFECTIVENESS OF ROLE PLAY TECHNIQUE TO IMPROVE STUDENTS' SPEAKING SKILLS AT SMKN 2 PALOPO
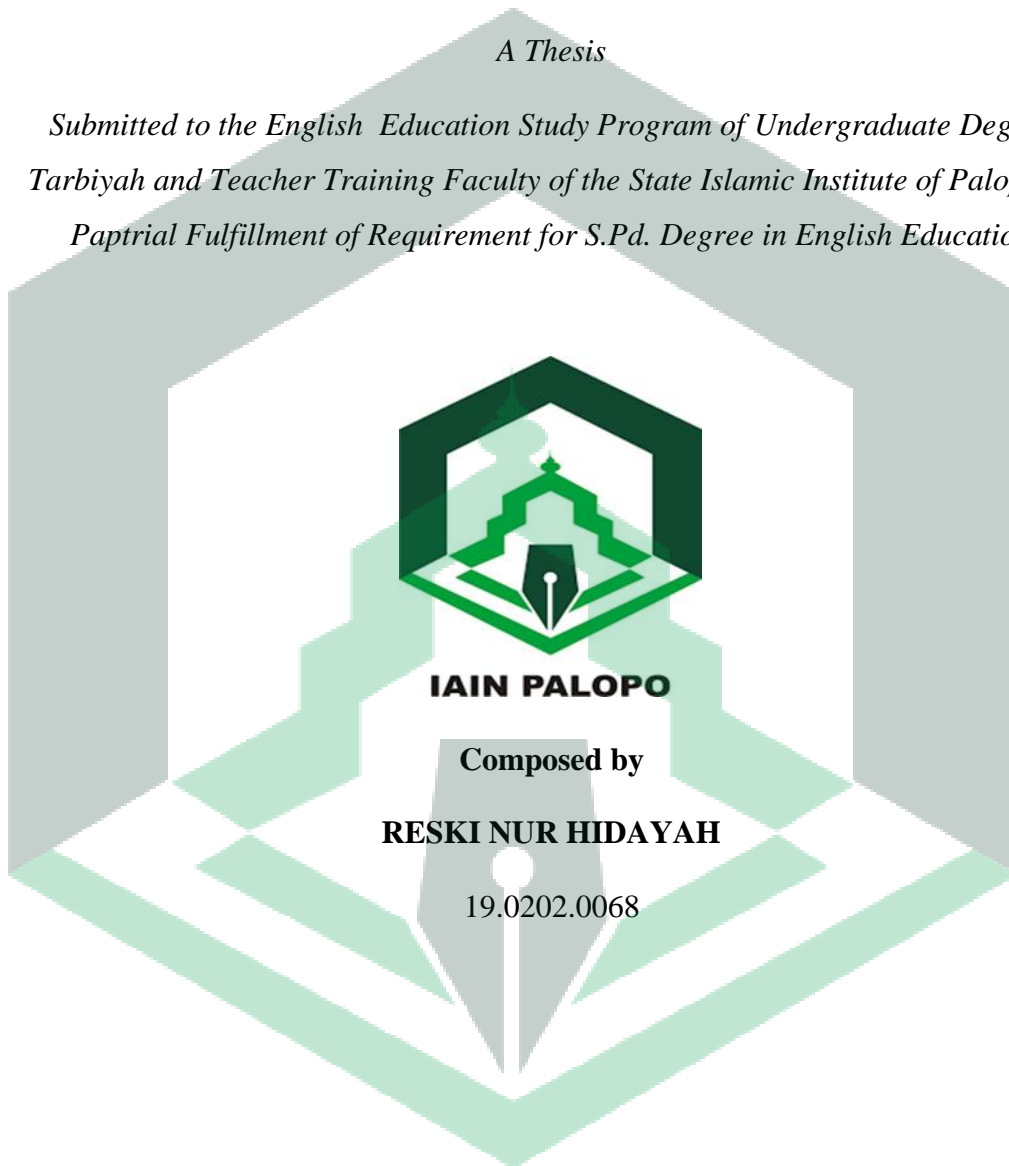
A Thesis

Submitted to the English Education Study Program of Undergraduate Degree Tarbiyah and Teacher Training Faculty of the State Islamic Institute of Palopo in Paptrial Fulfillment of Requirement for S.Pd. Degree in English Education

IAIN PALOPO

Composed by

RESKI NUR HIDAYAH

19.0202.0068

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

TARBIYAH AND TEACHER TRAINING FACULTY

STATE ISLAMIC INSTITUTE OF PALOPO

2023

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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

EDUCATION AND TEACHER TRAINING FACULTY

2023

THESIS APPROVAL

This thesis entitled *"The Effectiveness of Role Play Technique to Improve Students' Speaking Skill at SMKN 2 Palopo,"* which is written by Reski Nur Hidayah, Reg. Num. 1902020068, English Language Education Study Program of Education and Teachers Training Faculty at State Islamic Institute of Palopo, and has been examined and defended in Munaqasyah session which is carried out on Wednesday, August 30th 2023. Coincided with 13 Safar 1445 H. It is authorized and acceptable as fulfillment for the undergraduate degree in English Language Education Study Program (S.Pd).

Palopo, August 30th, 2023

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STATEMENT OF AUTHENTICITY

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Stating exactly that:

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     Palopo

Assalamu 'alaikum wr. wb.

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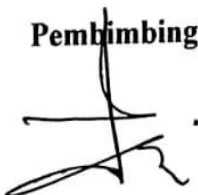
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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيْمِ

الْحَمْدُ للهِ وَالصَّلَاةُ وَالسَّلَامُ عَلَى رَسُوْلِ اللهِ وَعَلَى آلِهِ وَصَحْبِهِ وَمَنْ وَالَاهَ ، أَمَّا بَعْدُ

Praise the researcher of Allah SWT, who has bestowed mercy, wisdom, and inner and outer strength so that the researcher can present this thesis at the State Islamic Institute of Palopo (IAIN) entitled "*The Effectiveness of Role Play Technique to Improve Students' Speaking skill at SMKN 2 Palopo''.* As well as greetings and Shalawat to our lord Prophet, Prophet Muhammad SAW who has brought us from the dark ages to the age of bright light.

The researcher would like to Thank you for your help, advice, opinions, support, and encouragement in completing this thesis. Therefore, the researcher expresses his infinite gratitude with all sincerity and sincerity, to:
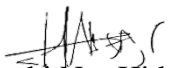
1. Dr. Abbas Langaji, M. Ag. the Rector of IAIN Palopo, along with Vice Rectors I, II, and III of IAIN Palopo.

2. Prof. Dr. H. Sukirman Nurdjan, S.S., M.Pd. the Dean of the Faculty of Tarbiyah and Teacher Training IAIN Palopo.

3. Husnaini, S.Pd.I., M.Pd. the head of the English Language Education Study Program of IAIN Palopo, and an academic advisor for supporting the researcher completed the thesis.

4. Prof. Dr. Sahraini, M.Hum. was the first consultant, and Ermawati, S.Pd.I., M.Hum. was the second consultant, who provided explanations, revisions, ideas, and guidance until the thesis was completed.

Palopo, 15 June 2023

Reski Nur Hidayah
NIM. 19 0202 0068

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ABSTRACT

Reski Nur Hidayah, 2023. *"The Effectiveness of Role Play Technique to Improve Students' Speaking Skill at SMKN 2 Palopo"* A thesis of the English Language Education Study Program, Tarbiyah and Teacher Training Faculty of State Islamic Institute of Palopo. Supervised by Sahraini and Ermawati.

The purpose of this study was to identify the implementation of role play techniques to improve students' speaking skills at SMKN 2 Palopo This study was conducted using a quantitative approach and pre-experimental design by using one group pre-test and post-test designs. The subjects of this study were the students of class X in SMKN 2 Palopo, with a total of 168 students. This sampling used the purposive sampling method, and a total of 28 samples were drawn. In the research instrument researcher used a speaking test and documentation. Data were analyzed by using the paired samples test and calculations using SPSS 22. The results of the data calculation showed the mean pre-test score was 34.39 while the post-test score was 55.50. With t_t standard of significance, 5% on DF (degree of freedom) value was 27 was 2.052. where t_o was 15.602 and t_t was 2.052, which means that the value of t_o is higher than the value of t_t. it is concluded that the (H_I) is accepted, and (H_O) is rejected. The implementation of the role play technique was effective in improving the speaking skills of grade X students at SMKN 2 Palopo.

Keywords: Dialogue, Role Play Technique, Speaking Skill

CHAPTER I

INTRODUCTION

A. Background

English is a subject lesson in Indonesia education. The curriculum of SMA /SMK level, purposed to enhance students' ability in written or oral language. Students must achieve four skills in English lessons, there is writing, reading, listening, and speaking. Starting from an early age, some children have been equipped with English lessons. Out of the four skills, it appears that the most difficult to achieve for students was speaking skills. [1]

Speaking classes become a place for students to practice their daily conversations using English and learn new vocabulary. [2] However, in English lessons, students struggle with speaking skills that require skill and courage to speak. In speaking English, students are faced with several problems that hinder them from improving their English skills. Students know a lot of English vocabulary and meanings but students cannot express or channel their ideas in English for the reason they are afraid to voice the word properly and correctly. [3] Another problem that hinders students from speaking English is not being confident when they speak English. In addition, they also feel embarrassed to talk to classmates or people around them using English. The low ability of students to speak is because it is not their native language but a foreign language.

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[1] Penny ur, *A Course in Language Teaching* (Cambridge: Cambridge University Press, 1996).

[2] Mariani, "Improving Students' Speaking Skill Through Role Play: An Action Research for the Eight Grade Students of SMP Negeri 1 Pedongga," *Datokarama English Education Journal* (State Institute for Islamic Studies Palu 2019, 2020).

[3] Ismail, "The Effectiveness Of Using Role Play In Teaching Speaking Skill At PMDS (Putri) Palopo" (STAIN Palopo, 2011).

Based on the interview on 31 January 2023, at SMKN 2 Palopo. The English teacher X grade said that the ability of students speaking skills was very poor. The reason because the abilities of the students in speaking skills are indeed low. Beside that the students who were also interviewed, the students said that the students are still not given many opportunities to practice speech and lack vocabularies. In addition, students also feel embarrassed if they speak English and afraid of being ridiculed. Students also feel disinterested in English lessons because they are considered difficult lessons. The method used by teachers to teach is also monotonous and makes students feel bored when they learn. The researchers are looking for effective solutions to improve students' speaking skills.

There are various techniques to improve the abilities of speaking students, role play techniques are one of the techniques that can be implemented to enhance speaking skills. In addition to using role-play techniques, the researcher used dialogue activities when conducting speaking classes. Students would play a dialogue with their classmates can at least reduce students' insecurities about playing a role. Role-play can build confidence in speaking by putting themselves to play with others. Role play is important when communicating because it allows students to develop the ability to effectively interact within different social contexts and adhere to varying social norms is a valuable skill to acquire. By practicing and refining this skill, individuals can become adept in navigating diverse social situations and environments. [4]

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[4] Diane Larsen and Freeman, *Techniques and Principles in Language Teaching* (Oxford, 2000).

Based on this reason, the researcher was interested to undertake in conducting a study into " The Effectiveness of Role Play Technique to Improve Speaking Skill at SMKN 2 Palopo".

B. Research Question

Based on the explanation above, the research formulated the research question as follows: "Is the role play technique effective to improve students' speaking skills at SMKN 2 Palopo?"

C. The Objective of the Research

This study is supposed to find out the effectiveness of role play technique to improve students' speaking skills at SMKN 2 Palopo"

D. Significance of the Research

1. Theoretical Significance

This study is expected to contribute to contribute to speaking teaching theory through role play techniques.

2. Practical Significance

   1. For Teachers

This study can be useful information and reference for teaching speaking skills, and motivate teachers teaching by using role play techniques to create an interesting class of speaking to improve students' speaking skills.

   2. For Students

The result of this study is to improve the students' speaking skills with fun learning methods to build their courage when they are speaking.

E. Scope of the Research

The scope of this study was to improve students' speaking skills by using role play techniques in five aspects of speaking for students at SMKN 2 Palopo by conducting dialogue giving and asking for opinions.

F. Definition of Terms

1. Speaking Skill

Speaking skill is an oral skill in speaking effectively to convey thoughts, opinions, ideas, or science to others. To interact with others one way is to talk to them. For this reason, it requires speaking skill that are constantly honed effectively so that people can understand what we are conveying.

2. Role Play

Role play is a method of counseling in the form of a movement game, an action game to imitate or play the role of another person. Role play is one of the teaching methods with a playful element, in which students act out other than themselves.

CHAPTER II

REVIEW AND RELATED LITERATURE

A. Previous Research Findings

These are some previous research related to this research, such as:

Muhammad Pahrurrozi (2019), conducted the research, *" The Effect on Student's Speaking Skill at Seventh Grade of MTS NW Kembang Kuning Sikur Regency East Lombok West Nusa Tenggara in Academic Year 2018/2019"*. Researchers used quantitative research through the Quasi-Experimental method by comparing experimental groups and control groups. The population was 115 students into 3 classes seventh grade of students at MTs NW Kembang Kuning. The researcher took samples in 2 classes these were VII. A as an experiment class and VII.B as a control class with a total of number 40 students. The Quasi-experimental taught by applying role play technique and conventional teaching methods. The research used speaking tests and documentation as an instrument of the research. The quasi-experimental taught by applying expressions of greeting and offering help materials. The results of his research show that the mean value of the experimental group was 72.85 and the mean from the control group was 67.7. This means that teaching by using role-play techniques can enhance the speaking skills of the students. By using the role-play technique, students have more enjoyment, and fun, and gives opportunity to students to practice speaking. [5]

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[5] Muhammad Pahrurrozi, *"The Effcet on Student's Speaking Skill at Seventh Grade of MTS NW Kembang Kuning Sikur Regency East Lombok West Nusa Tenggara in Academic Year 2018/2019"* (Thesis of English Language Department Faculty of Education and Teacher Training Mataram State Islamic University, 2019).

The difference between Pahrurrozi's research from the object, population, sample, and research method, were Pahrurrozi adopted a quasi-experimental design by comparing the experimental group and control group than this research used a pre-experimental design with only one group pre-test and post-test and the aspects of speaking assessment that Pahrurrozi used were grammatical, discourse, pragmatic, and competences than the researcher used aspects speaking of grammar, pronunciation, vocabulary, fluency, and comprehension and materials used was different where Pahrurrozi used expression greeting and offering help than this research used dialogue giving and asking for opinion. The similarities between Muhammad Pahrurrozi's research with this research were used role play techniques and with same skill, that was speaking skill.

Yusfi Ma'rifatus (2020), with the title *"The Implementation of Role Play To Improve The Students ' Speaking Achievement at The Seventh Grade of SMP Negeri 6 Jember"*. This study conducted Classroom Action Research with the cycles model by Kurt Luwin. The researcher collaborated with one of the English teachers at SMPN on 6 Jember. The subject consists of 32 students 7B at SMPN 6 Jember. In collecting data, researchers used speaking tests, interviews, observation, and document review. This research procedure consists of planning, implementation, observation, and reflection. The results of this research show that the implementation of role play and speaking tests improves students' speaking skills in three aspects of assessment there was vocabulary, fluency, and intonation. The score before the implementation of role-play was 67,6 and after the implementation of role-play was 9,73. This result shows that the role-play technique implementation

was improved. The highest improvement in the aspects of speaking was vocabulary, then grammar, and the last was intonation. Students are happy, interested, and excited to learn through role-play technique.[6]

The difference between Yusfi Ma'rifatus's research from the object, place and the research method where Yusfi Ma'rifatus used the CAR method and the researcher used the quantitative method with a pre-experimental design. The aspects of speaking in the Yusfi Ma'rifatus used intonation that the researcher did not and the materials of this both used different materials. The similarities between Yusfi Ma'rifatus's research and this research were the same used role play technique and the same skill, speaking skill.

Masda (2018), with the title *"Using Role Play Technique To Develop Student's Speaking Skill at The Second Year of MTsN Parepare"*. In this study, the researcher used the Pre-Experimental One-Group Pre-test-Post-test design. The population is grade 2 MTsN numbering 183 students. The total number of samples was 27 students. The instrument in this research was use speaking test and a questionnaire. The result of this research was found that the score of the post-test was higher than the pre-test score. Where the post-test score was 57,10 and the pre-test score was 43,83. The result of the pre-test and post-test of t-test value 13.853, the result of the t-table value 2,048 in (df)=N-1=29-1=28 for the level of significance 0,05 =2,048. It can be concluded that (Ha) is accepted the null hypothesis (H0) is rejected and the result of the questionnaire was agree categorized. Based on the result teaching

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[6] Yusfi Ma'rifatus Sholiha, "The Implementation of Role Play to Improve the Students ' Speaking Achievement at the 7th Grade of SMP Negeri 6 Jember," 2020, 31.

by using role-play techniques can develop students' speaking skills. By using role play technique students got opportunities to practice more and be brave to express their self. [7]

The difference between Masda's research and this research was from the population, samples, and materials. The similarities between Masda's research and this research were from the same method, the pre-experimental method, using dialogue, and the same aspects skill of speaking.

Ikhwanur Romadhoni (2021), with the title *"The Use of Role Play Technique to Improve Student's Speaking Skills at Eleventh Grade of SMK Al-Qodiri Academic Year of 2021-2022"*. This research used Classroom Action Research (CAR). The researcher applies a guessing game technique where the researcher collaborates with the English teacher. The subject was the eleventh grade students of SMKN Al-Qodri consisting of 31 students. This technique of collecting data used a speaking test, observation, interview, and document review. The result of this research was that cycle II (85%) is better than cycle I (63%), which means that the implementation of the role play technique had improvement. The results from the data show that the students improved in speaking aspects, the first was vocabulary, pronunciation, grammar, content, and fluently. The implementation of role play technique made students more active, creative, and practicing in the class[8]

The difference between Ikhwanur Romadhoni's research and this research was in the population, samples, and the topic of materials where Ikwanur Romadoni

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[7] Masda, *"Using Role Play Technique To Develop Students Speaking Skill," Central Library Sof State of Islamic Institute Parepare"*, 2018.
[8] Ikhwanur Ramadhoni, *"The Use Role Play Technique to Improve Student's Speaking Skills at the Eleventh Grade of Smk Al-Qodiri Academic Year 2021-2022,"* 2022.

used a guessing game while the researcher used dialogue giving and asking for opinions. Besides that, the aspects of speaking from Ikwanur Romadhoni's used content, then the researcher's not. The method of research design was different too where Ikwanur Romadhoni used CAR and this research used a pre-experimental design. The similarities from both researchers were same used role play technique to improve the same skill, there was speaking skill in teaching, and aspects of speaking both used grammar, vocabulary, and fluent.

Irfan Mujahid (2018), *"The Effect of Role Play Technique on Students' Speaking Ability".* In this study, the researcher used a Quasi-experimental design with a quantitative approach for testing objective theory by examining the relationship between the variables. The population was the second year of Izzatul Islam SMP into two classes. The sample consists of 42 students. The instrument of the research used a test interview. The research applied interview tests by asking some questions and using recount text in the treatment of the students. After collecting data, they were analyzed using the t-test formula. The result of the research that the value of t-observation was 4.37 and the t-table value was 1.685, which means that t-observation is higher than the t-table. the data showed that the role play technique is effective in improving students' speaking skill. [9]

The difference between the researchers was Irfan Mujahid used a Quasi-experimental design and the research used a pre-experimental design. Irfan Mujahid used the interview tests speaking tests and recount text material in teaching

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[9] IIrfan Mujahid, "The Effect Of Role Play Technique on Students' Speaking Ability" (Syarif Hidayatullah State Islamic University Jakarta, 2018).

speaking and the research used the speaking tests and giving and asking for opinions materials in teaching speaking. The different between the researchers was from the population and samples. The similarities from that both researchers used role play technique to improve the same skills, that was speaking skills in the same aspects of speaking there was vocabulary, grammar, pronunciation, fluency, and comprehension.

Nurul Farisyah (2022), conducted the research *"Exploring Role Play Activities in Improving Students' Speaking Ability".* In this study, the research used a Quasi-experimental design by comparing the experimental group and the control group. The population was the students at SMA Babul Magfirah Boarding School with a total population was 150 students. The samples consist of 30 students. The experimental group used the role play technique and the control group used conventional teaching. The instrument for collecting data used a speaking test and questionnaire. The data were analysis by using a t-testing formula. The result of the research showed the score of the pre-test for the experimental group was 55,13 and for the control group was 52,5. The score of the pre-test for the experimental group was 89,9 and for the control group was 62,03. Based on the result showed that there was a significant difference between the experimental group and control group improvement. The experimental group showed the highest improvement by using the role play technique. The result of the questionnaire shows that the students agree that the implementation of the role play technique can improve students' speaking ability.

The difference between Nurul Farisya's research and this research was in the population, samples, and research method Nurul Farisya used Quasi-experimental by comparing the experimental group and control group while this research used a Pre-experimental group one group-pre-test and post-test. The similarities between the researchers were used role play technique to improve the same skills and the same aspects of speaking.

Nabilah (2021), with the title "The *Use of Whatsapp Group in Improving Students' Speaking Skills at The First Grade of Ma As'Adiyah No. 17 Babu'e".* in this study using the Classroom Action Research (CAR) design. The subject of the research was first-grade students at MA As'Adiyah no.17 Babu'e consisting of 14 students. Researchers use WhatsApp media to improve students' speaking skills through dialogue. The results of this study lasted as many as two cycles where the results of cycle I (53.5) and the results of cycle II (91.78). It can be concluded from the results of this study that cycle II is higher than Cycle I and can be proven that the use of Whatsapp through dialogue can improve students' speaking skills. [10]

The difference between the researchers was in the population, sample, and the method of research used CAR while this research used Pre-experimental design. Nabila applied WhatsApp as a media and this research applied role play technique media. The similarities between the two researchers were from the same skill, that was speaking skill.

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[10] Nabilah, *"The Use of Whatsapp Group Inimproving Students ' Speaking Skills At the First Grade of Ma As ' Adiyah No . 17 Babu ' E",* English Study Program of Tarbiyah and Teacher Training Faculty of State Institute for Islamic Studies (Iain Palopo)," no. 17 (2021).

Adi Nugraha (2018), with the title "*Improving Student's Ability Through Dialogue*". This study used a pre-experimental method that consisted of one group with pre-test and post-test design with a total of six treatments. The score of the pre-test is (56.92) while the post-test score result is (69.23) where the post-test is higher than the pre-test which means there is an increase in the pre-test and post-test (21.62). The results of this study can conclude that the use of dialogue can improve the speaking skills of tenth-grade students of SMKT Somba Opu Sungguminasa. [11]

The difference between Adi Nugraha's and this research was from the population, samples, and media where Adi Nugraha used dialogue than this research used role play. The similarities between the researchers were from the same method by using a Pre-experimental design and the same skill of speaking.

B. Some Partinent Ideas

1. Speaking Skill

   a. Definition of Speaking Skill

Speaking skill is one of the productive skills. Speaking skill allows us to communicate effectively to convey in formation orally in a way that can be heard by the listener. According to Nunan "speaking is a productive oral skill. It consists of producing systematic verbal utterances to convey meaning". [12]

Speaking allows us to convey our thoughts, ideas, and opinions to others through our voice and words. Because humans are social creatures we need to socialize with the surrounding environment by communicating. Cameron said:

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[11] Nugraha Adi, "Improving Student's Speaking Ability Through Dialogue" (Muhammadiyah University of Makassar, 2018).

[12] Nunan David, *Practical English Language Teaching*, (New York: McGraww Hill, 2003).

"Speaking is the active use of language to express meaning so that people can understand it. Language usage label "receptive" and "productive" is therefore applicable to speaking". [13]

According to Brown, speaking is not only about expressing thoughts and ideas but also about communicating them to others and making new information available. As such, observation is always colored by accuracy and listening skill. [14]

Based on the definition above about speaking by speaking we can convey, receive, and process the information we get from others by speaking through sounds, voices, and words. We know that speaking, of course, takes the skill of conveying good and correct to our interlocutor so that what we convey can be understood by them.

b. **Components of Speaking Skill**

In general, when analyzing the process of speech by David P. Harris, there are five commonly recognized components and five elements of speech. [15]

1. Pronunciation

Pronunciation is how students speak the language. It deals with phonological processes and refers to the building blocks of grammar that include the elements, the principles that govern how sounds and patterns change in speech. Yeats said that pronunciation is the result of sounds produced and used to create meaning.

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[13] Cameron Lynne, *Teaching Learning to Young Learners* (Cambridge: Cambridge University Press, 2001).

[14] H. Dougles Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy* (San Francisco: Longman, 2001).

[15] David P. Harris, *Testing as a Second Language* (Bombay: Tata McGraw-Hill Publishing Company Ltd, 1977).

From the above statements, the researchers conclude that reproduced pronunciation plays an important role in facilitating the understanding of communication processes. [16] When we speak, the result of the word we say must be true and follow the wording so that people can understand the meaning of the word we are saying.

2. Grammar

Grammar is how to make correct sentences in conversation. That lines with descriptions that students can manipulate the structure and delimit corresponding grammatical forms inappropriately. Through the use of grammar, also learned how to properly acquire language skills, both oral and written. [17]

3. Vocabulary

According to Keith S. Folse, vocabulary is a single word like phrases, phrasal verbs, and idioms. Vocabulary is an element present in the elements of language. You cannot have a conversation without vocabulary. Without mastering vocabulary and grammar, there is very little to be taught. You can't communicate without vocabulary. [18]

4. Fluency

According to Koponen, fluency in speaking skills is the " Ability to speak spontaneously".[19] We need the ability to speak freely, without pausing, without hesitating about which words to say, and fluently.

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[16] Sholiha, "The Implementation of Role Play to Improve the Students ' Speaking Achievment at the 7th Grade of SMP Negeri 6 Jember."

[17] Heaton J., *Writing English Language Test: Practical Guide for Teachers of English as a Second or Foreign Language* (Singapore: Ban Wah Press Limited, 1988).

[18] Mujahid, "The Effect Of Role Play Technique on Students' Speaking Ability."

[19] Ibid.

5. Comprehension

Comprehension is the ability of two speakers to understand the information they hear. This ability is the ability to understand a topic or knowledge of a factual situation rationally. This understanding allows listeners and speakers to understand what the interlocutor is saying.[20]

Based on the description of speech components, the researcher concluded that these five components are important for students to master if they want to become good speakers. In this study, the researcher focused on fostering speaking skills using the above 5 components.

c. **Function of Speaking**

These three functions differ in terms of form, and different functions of teaching approach funds. [21]

a. Talk as Interaction

Talking as interaction is the interactions that are useful for human social functioning. People say hello when they meet, engage in small ways, and discuss and talk about recent experiences. Be friendly and create a comfortable interaction zone with others. Focus It depends on the speaker and how they want to present it.

b. Talk as Performance

Talk as performance is speaking in public. there are stories about how to convey information in front of an audience, such as an advertisement, or speech. Talk as

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[20]Lusiana Ratnasari, Faculty Of, and Teacher Training, *"The Effectiveness of Role Play in Teaching Speaking To the Tenth Grade of Smkn I Ngasem Academic Year 2014 /* 2015," 2015, 1–8.
[21] Jack C. Ricards, *Teaching Listening and Speaking; from Theory to Practice* (New York: Cambridge University Press, 2008).

performance tends to be monologue rather than dialogue, often follows a recognizable format, and is closer to written language than spoken language.

c. Talk as Transaction

Talk as a transaction refers to a situation where the focus is on the object A message about what you said or what you did so that everyone understands clearly and correctly.

d. Problems in Speaking Skill

In speaking English, students are faced with several kinds of problems that make their English speaking skills very low. We can see the problem of speaking from two aspects of the causes. There are aspect psychological problems and aspect language problems.

1. Psychological Problems

There are psychological aspects of Juhana : [22]

a) Fear of Mistake

Some experts say that the fear of causing trouble is the reason why students are afraid to speak in class. Juhana said that the problem is related to adjustment and negative evaluation. Students are also afraid that they will be laughed at and criticized by their teachers or friends. This is the cause of the low motivation of students to improve their English speaking skills.

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[22] Muslikhum Ummul, *"The Problems Faced By The Eleventh Grade Students in Speaking Skill at Pesantren Modern Datok Sulaiman Putri Palopo"* (English Language Education Study Program State Islamic Institute of Palopo, 2019).

b) Shyness

Shyness is an emotion that students feel when speaking English in class. According to Bald, one of her most common fears students have is public speaking. When they talk and embarrass themselves, their minds go blank and they forget what they said before.

c) Anxiety

Feelings of tension, worry, and tension make up anxiety. Students feel anxious when learning a foreign language and feel uncomfortable when they are speaking. Horwitz said anxiety affects students' speech quality and reduces fluency.

d) Lack of Confidence

Students feel unconfident when they do not understand or the speakers do not understand what the other speakers are saying. A sense of confidence will make students quiet when communicating.

e) Lack of Motivation

Motivation can affect performance and speaking scores. Juhana said that motivation is inner energy. Motivation can increase students' interest in learning in any form.

2. Language Problems

a) Inhibition

Worrying because of fear of making trouble, fear of criticism, or feeling ashamed felt by students is the problem in the speaking class. Students fear attention in the classroom when they speak.

b) Nothing to say

When students speak they also often complain about things when they don't know or have nothing to say.

c) Low or uneven participation

Students' participation in the speaking class is sometimes very lacking or even absent altogether. However, some students dominate speaking in class while other students speak very little.

d) Mother tongue use

For students who are more used to their mother tongue than their second language, English is a foreign language. Because it is easier to speak their mother tongue than a foreign language, students feel more comfortable speaking in their native language when speaking in English.

Problems in speaking skills do come more from within a person. From some of the statements above, the main problem is the lack of self-esteem in students making them tend to be reluctant to learn. Self-esteem is very important to support students' confidence to interact. Without self-esteem, students will feel a lack of confidence and fear to take risks.[23]

2. Role Play

a. Definition of Role Play

Hamer (1998:92), role-play is the activity that requires students to act and imagine themselves in various scenarios. For example, a guest at a party, an

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[23] Husnaini Husnaini, "Development of Self Esteem-Oriented Micro Teaching Materials for IAIN Palopo English Education Students," *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature* 10, no. 1 (2022): 538–60, https://doi.org/10.24256/ideas.v10i1.2408.

instructor or trainee at a job interview, a travel agent asking a customer a question, or attending a public conference about a road construction project. According to Dobson, dialogue and improvisation are forms of role play that are interesting ways to encourage students to use their newly learned English. [24]

The learning process that only continues to focus on textbooks will make it difficult to develop students' speaking skills. In the role play, the student plays the role of a person from a different point of view. Asking students to practice real situations that bring the classroom atmosphere closer to the real environment was effective in improving the speaking skills of students. With this technique, the students can encourage classroom interaction, which can maintain classroom activity for both teachers and students. Students' enjoyment of studying may be encouraged by this positive interaction.

This concludes that role play can develop confidence and courage in public speaking by playing different types of roles in real-life situations with other people. Role play allows students to develop their imagination and improve their speaking skills by playing different roles in different situations.

b. The Objectives of Role Play

Role play aims to develop speaking skills and build students' courage to engage directly through roles. In addition, role play also develops imagination and empathy where they carry out activities consciously or not in imitating a person for the role

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[24] Juvrianto CJ, "Improving the Students Speaking Ability Through Role Play Method," *IJET (Indonesian Journal of English Teaching)* 7, no. 1 (2018): 87–97, https://doi.org/10.15642/ijet2.2018.7.1.87-97.

they play. [25] Raymond Clark said the purpose of role play is to allow students to participate in real-life communication to improve speaking skills, exposed new language, and discover what needs more practice. [26] Using role plays can help students develop their speaking skills. [27]

c. **Types of Role Play**

There are two types of role play according to Don Byrne:

a) Scripted role play

This type includes interpreting textbook dialogues and reading texts orally. After all, the main function of writing is to convey the meaning of language elements in a way that is easy to remember.

b) Unscripted role play

unscripted role play is the dialogue does not depend on textbooks. This is called free role-play or improvisation. Students who make their script use what language and how the conversation is. Teachers and students need good preparation on the part of teachers and students to carry out this activity.[28]

d. **The Advantages of Using Role Play**

The advantage of using role play techniques has previously been discussed in that role play encourages speech skills and helps students to think more

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[25] Farisya Nurul, *"Exploring Role Play Activities in Improving Students' Speaking Ability"* (Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Bnada Aceh, 2022).

[26] Clark Raymond, *Language Teaching Techniques* (vermont: Pro Lingua Associates, 1982).

[27] Gillian Porter Ladousse, "Role Play: Resource Books for Teacher Series" (New York: Oxford University Press, 1995), 6–7.

[28] Byrne Donn, "Teaching Oral English: Longman Handbooks for English Teacher" (Singapore: Longman Groups, 1986), 25.

imaginatively about their ideas and feelings. There are five advantages to using role play.

1. Role play can practice students' speaking skills in all situations and also add more to the classroom experience.

2. Role play can help students develop the form of phlegmatic language necessary in social relationships.

3. Role play can help students to experiment with language and act out some real-life roles. Some people who study the English language have a preparation to act out something in their lives. With this, role play can provide an experience of the role that students have played.

4. With role play students can reduce their shyness.

5. Role play creates a fun classroom atmosphere.

e. Teaching Speaking by Using Role Play

Based on the two types of role play discussed earlier, which are scripted and unscripted role play. Here are two examples of using scripted and unscripted role play according to Adrian Doff. [29]

1. Scripted role play

Example

Angel: Good night, I need to delivery a bag to Jakarta.

Clark: Good Night, do you want your delivery by express or not?

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[29] Doff Adrian, *Teach English: A Training Course for Teacher Trainer's Handbooks* (Cambridge: Cambridge University Press, 1988).

Angel: I want to send it by express. I want to get the bag as soon as possible.

How much does it cost?

Clark: To Jakarta? That 50 rupiahs, please.

Angel : (give the Clark 50 rupiah) Here you are.

Clark: Here's your resi.

Angel: Thank you.

2. unscripted role play:

Example:

One student lost the bag and the other student will act as a police officer to help the student who has lost the bag. The student will ask for details of how he lost his bag.

Procedure:

- The teacher will prepare for the class by dividing the students into pairs choosing who will be the student who loses the bag and who will be the policeman.

- Write down some hints and vocabulary in writing to guide the role-playing game

- Let students discuss how their dialogue is

- Allow students to practice dialogue before performing.

C. Conceptual Framework

The conceptual framework presents an effective process of role-play techniques to improve students' speaking skills. Students are expected to master all speaking skills such as grammar, pronunciation, vocabulary, fluency, and comprehension to improve their speaking skills. The researchers use role play

techniques through dialogue. The conceptual framework of this study is presented in the diagram below:

Table 2. 1 Conceptual Framework
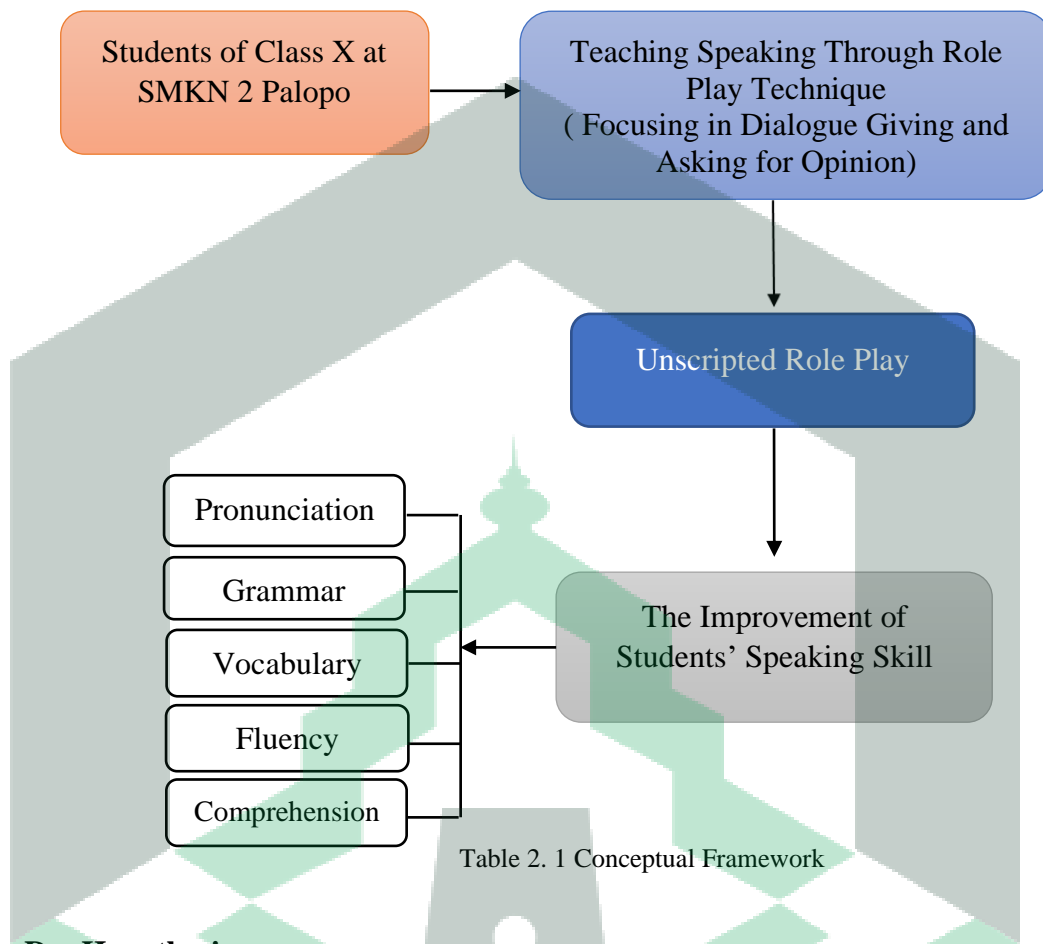
D. Hypothesis

Based on the explanation theoretical framework above, the researcher formulated the hypothesis as follows:

(H_o): Role play technique is not effective to improve students' speaking skills.

(H_1): Role play technique is effective to improve students' speaking skills.

CHAPTER III

RESEARCH METHOD

A. Research Design

This study used a quantitative method which was a pre-experimental design. According to Sugiyono, pre-experimental is a design that includes only one group or class that is given pre and post-test. The design of this one-group pre-test and post-test design is made of one group without a control group or treatment group.[30] Researchers used a pre-experimental design with a sample of one group or one class because the researcher was unable to take random samples to determine the study sample. For this reason, in this study, the researcher took groups or classes and used pre-tests and post-tests to see the results of the treatment.

$$O_1 \; X \; O_2$$

Notes:

O_1: Pre-test

X: Treatment

O_2: Post-test

B. Time and Place of the Research

The location at SMKN 2 Palopo, which is located at Meranti Street No. 3, Bara District, Palopo City, South Sulawesi.

This research was conducted from May to June 2023. The research would be conducted in class X majoring in APL with a total of students 28 students.

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[30] Sugiyono, *Statistics for Research* (Bandung: Alfabeta, 2010).

C. Variables

1. Independent Variable: the independent variable refers to the treatment implemented in this research which was the role play technique.

2. Dependent Variable: the dependent variable was students' speaking skill improvement.

D. Population and Sample

1. Population

The population in this research was the students in class X at SMKN 2 Palopo.

2. Sample

In this research, the technique used purposive sampling. Purposive sampling makes the researcher determine her samples because of certain considerations. By sulking directly from the class observed it was concluded that not all the students in class X would be sampled, specifically for students of class XA APL majoring. The total number of samples was 28 students.

E. Instrument of the Research

1. Test

The researcher used oral tests to know how students' speaking skills are in class before treatment and after treatment. The pre-test was supposed to see the student's speaking skills before being given treatment. The post-test is used to find out how the student's speaking ability has progressed after being given treatment using role-play techniques. Researchers recorded students' oral tests using recorders as aids.

2. Documentation

In this instrument, researchers take documentation at the time of research to obtain information and become evidence to support research from researchers in the form of pictures of field activities during the study.

F. Procedure of Collecting Data

1. Pre-test

The researcher gave students a pre-test before treatment and collected data on their English proficiency through dialogue. The researcher invited the one by one the students by conducting a dialogue giving and asking for opinions about the pictures. The researcher assessed five aspects of students' speaking skill, namely grammar, vocabulary, comprehension, pronunciation, and fluency. The researcher recorded the test speaking through a voice recorder.

2. Treatment

After conducting a pre-test, the researcher gave the treatment to the students. The researcher applied role-play techniques to improve students' English speaking skill. This treatment lasted in eight meetings and for each treatment, the researcher recorded the student's performance as follows:

a. First Meeting

1. The researcher gave a greeting and told them to pray.

2. The researcher checked students' attendance.

3. The researcher explained role play technique to s

4. The researcher explained the context dialogue in the restaurant.

5. The researcher divided students into groups consisting of three students.

6. The researcher gave the students a case and pictures to the students.

7. The case: Two students went to a notoriously crowded Geprek chicken restaurant. Once there, the two students asked and asked the restaurant waiter for their opinions about the best-seller menu and prices. The waiter explained some of the menus and the level of spiciness of each geprek chicken and their best-selling drinks.

8. The researcher wrote down some hints and vocabulary to guide the role play.

9. The researcher gave students 10 minutes to discuss their dialogue and practice.

10. The researcher closed the class with a greeting.

b. Second meeting

1. The researcher gave a greeting and told them to pray.

2. The researcher checked students' attendance.

3. The researcher divided students into groups consisting of 4 students.

4. The researcher explained the context dialogue about the weekend

5. The researcher gave the students a case and pictures about the weekend that the students would role-play.

6. The case: Three students planned to spend the weekend somewhere, but they were confused about where to go. His friend suggested 3 different places through photos of the tourist destination there is a beach, a mountain, and a park. Then they will give their respective opinions on which tourist attractions would be their destination.

7. The researcher wrote down some hints and vocabulary to guide the role play.

8. The researcher gave students 10 minutes to discuss their dialogue and practice.

9. After all the groups were completed, the researcher evaluated the student's performance.

10. The researcher gave appreciation for students' performance.

11. The researcher closed the class with a greeting.

c. Third Meeting

1. The researcher gave a greeting and told them to pray.

2. The researcher checked students' attendance.

3. The researcher explained the context dialogue about tourists.

4. The researcher divided students into pairs.

5. The researcher gave a case to the students about Tourists that the students would role-play.

6. The case: one student would be a tourist from the Netherlands who would vacation in Toraja. This tourist asked residents to give him suggestions for good tourist destinations in the Toraja area. One of the students would be a local who advises the tourist.

7. The researcher wrote down some hints and vocabulary to guide the role play.

8. The researcher gave students 10 minutes to discuss their dialogue and practice.

9. After all the groups were completed, the researcher evaluated the student's role-play.

10. The researcher closed the class with a greeting.

d. Fourth Meeting

1. The researcher gave a greeting and told them to pray.

2. The researcher checked students' attendance.

3. The researcher explained the context dialogue about an endorsement.

4. The researcher divided students into pairs.

5. The researcher provided a case and pictures regarding the endorsement that would be role-playing by the student.

6. The case: 2 students would endorse activities. They would review a perfume. They gave their opinion on the perfume starting from the smell price and quality of the perfume.

7. The researcher wrote down the hints and vocabulary to guide the role play.

8. Each group was given 15 minutes to discuss their dialogue and practice.

9. After all the groups were completed, the researcher evaluated the student's performance.

10. The researcher closed the class with a greeting.

e. Fifth Meeting

1. The researcher gave a greeting and told them to pray.

2. The researcher checked students' attendance.

3. The researcher divided the students into groups.

4. The researcher explained the context dialogue about Covid 19.

5. The researcher provided cases and pictures regarding Covid 19.
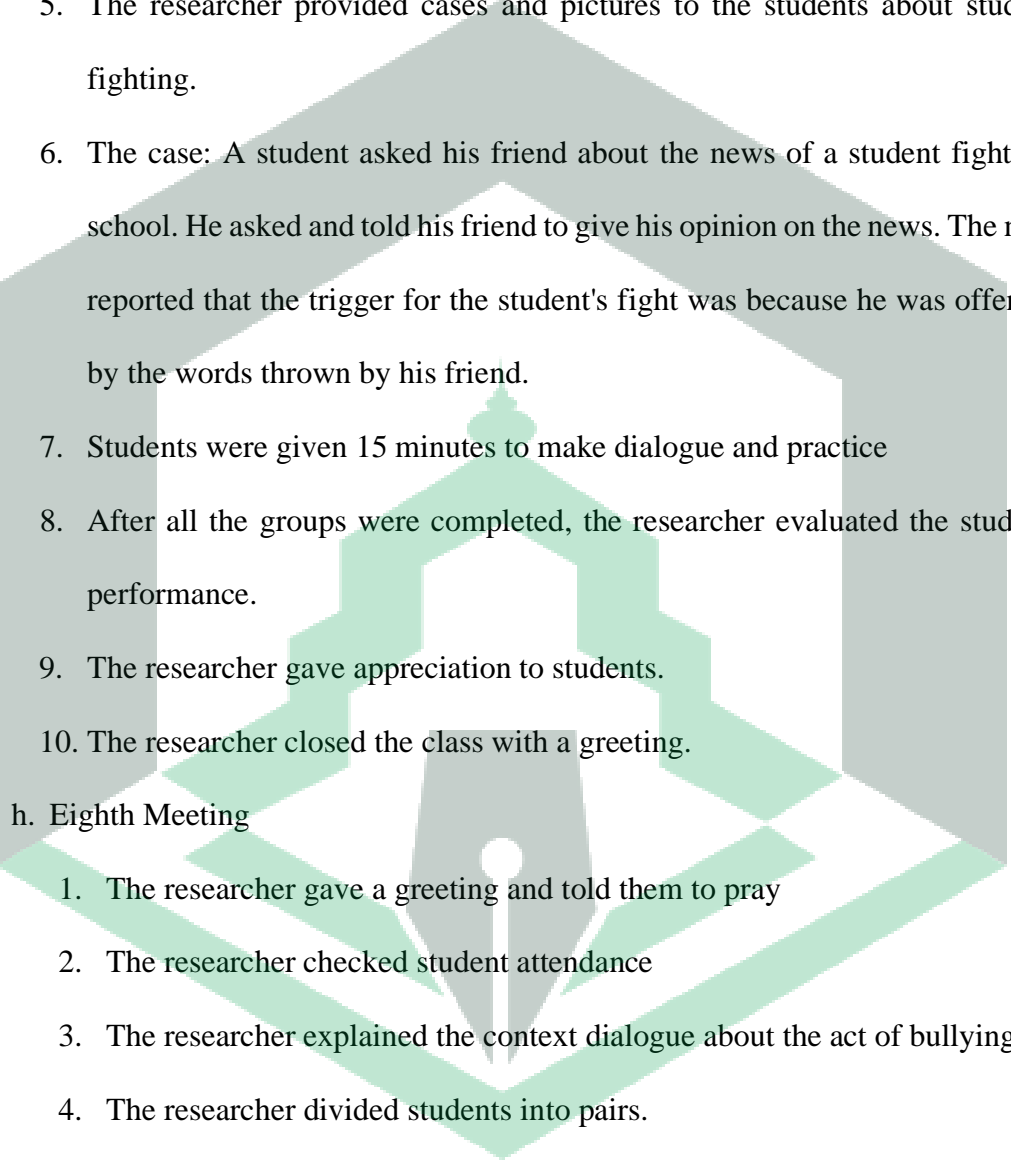
6. The case: each group made a video call through the WhatsApp application by discussing and giving their opinions about the Covid 19 virus that made them study online and the implementation of social distancing.

7. The researcher wrote down the hints and vocabulary to guide the role play.

8. Each group was given 15 minutes to create a dialogue and practice.

9. After all the groups were completed, the researcher evaluated the student's performance.

10. The researcher closed the class with a greeting.

f. Sixth Meeting

1. The researcher gave a greeting and told them to pray.

2. The researcher checked students' attendance.

3. The researcher explained the context dialogue about the tv show.

4. The researcher divided the students into pairs.

5. The researcher gave a case and pictures to the students about the tv show

6. The case: Two students talk about one of the adult TV shows that should not be shown freely on TV channels. They asked each other questions and gave opinions on the tv show.

7. The researcher wrote down the hints and vocabulary to guide the role play.

8. After all the pairs were completed, the researcher evaluated the student's performance.

9. The researcher closed the class with a greeting.

g. Seventh Meeting

1. The researcher gave a greeting and told them to pray.

2. The researcher checked student attendance.

3. The researcher divided the students into pairs.

4. The researcher explained the context dialogue about students fighting.

5. The researcher provided cases and pictures to the students about students fighting.

6. The case: A student asked his friend about the news of a student fight at a school. He asked and told his friend to give his opinion on the news. The news reported that the trigger for the student's fight was because he was offended by the words thrown by his friend.

7. Students were given 15 minutes to make dialogue and practice

8. After all the groups were completed, the researcher evaluated the student's performance.

9. The researcher gave appreciation to students.

10. The researcher closed the class with a greeting.

h. Eighth Meeting

1. The researcher gave a greeting and told them to pray

2. The researcher checked student attendance

3. The researcher explained the context dialogue about the act of bullying.

4. The researcher divided students into pairs.

5. The researcher gave a case and pictures to the students about Bullying.

6. The case: A student got a photo of a bullying case that occurred at his school through a WhatsApp group. One of these students was unaware of the

bullying, so he asked his/her and told him to give his/her opinion on what would happen to the bully.

7. The researcher wrote down the hints and vocabulary to guide the role play.

8. Students were given 10 minutes to prepare and practice.

9. After all the groups were completed, the researcher evaluated the student's performance.

10. The researcher gave appreciation to students

11. The researcher closed the class with greetings.

2. Post-test

After the treatment, the researcher was given a post-test to collect data to know the effectiveness of the role-play technique to improve students' speaking skill. The researcher invited the one by one the students by conducting a dialogue giving and asking for opinions about the pictures. The researcher assessed five aspects of students' speaking skill, there was grammar, vocabulary, comprehension, pronunciation, and fluency. the researcher recorded the dialogue.

G. The Technique of Data Analysis

After all the data has been collected, the data presented on the test result in this research. To analyze the test of students' speaking skills in English, researchers reviewed the assessment aspects according to David P. Harris, namely Pronunciation, grammar, vocabulary, fluency, and comprehensibility.[31] As follows:

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[31] Harris, *Testing as a Second Language*.

1. Tabulating Students' Score

Table 3.1 Five Elements of Speaking Score

Rated Qualities	Behavioral Statements	Classification	Point
	There are almost no traces of a foreign accent.	Excellent	5
	Always intelligible, though one is conscious of definite accent.	Good	4
Pronunciation	Pronunciation problems are a necessity for concreted listening and occasionally lead to misunderstanding	Fair	3
	Difficult to hear because of pronunciation problems. Need to be asked to repeat frequently	Poor	2
	Pronunciation problems to serve.	Very Poor	1
Grammar	Makes few (if any) noticeable errors in grammar or word order.	Excellent	5
	Occasionally makes grammatical and/or word order errors which do not, however, obscure meaning.	Good	4
	Makes frequent errors of grammar and word order which occasionally obscure meaning.	Fair	3
	Grammar and word order errors make comprehension difficult. Must often rephrase sentences and/or restrict students to basic patterns	Poor	2

	Errors in grammar and word order are so severe as to make speech virtually unintelligible.	Very Poor	1
Vocabulary	Using vocabulary and idioms is virtually that of a native speaker.	Excellent	5
	Sometimes uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies.	Good	4
	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.	Fair	3
	Misuse of words and a very limited vocabulary make comprehension rather difficult.	Poor	2
	Vocabulary limitations are so extreme.	Very Poor	1
Fluency	Speech is as fluent and easy as a native speaker.	Excellent	5
	Speech seems to be slightly affected by language problems.	Good	4
	Speed and fluency are rather than strongly affected by language problems.	Fair	3
	Usually hesitant; often forced into making comprehension difficult. Must often rephrase sentences and/or restrict him to basic patterns.	Poor	2
	Errors in grammar and word order are so severe as to make speech virtually unintelligible.	Very Poor	1

Comprehension	Seems to understand everything without difficulty.	Excellent	5
	Understands nearly everything at normal speed, although occasional repetition is maybe necessary.	Good	4
	Understands most of what is said at slower-than-normal speed with repetitions.	Fair	3
	Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly and with frequent repetitions.	Poor	2
	Cannot understand at all.	Very Poor	1

2. Classifying the Students' Score

The data collected from both test, pre-test, and post-test are classified based on the following classification:

Table 3.2 Classification Score

Rating	Classification
5	Excellent
4	Good
3	Fair
2	Poor
1	Very poor

3. Scoring Students' Speaking Test from the Pre-test and Post-test

After getting the students' speaking test points pre-test and post-test by using the following formula:

$$\text{Score} = \frac{Students'Speaking\ Point}{The\ total\ of\ number\ item} \times 100\%$$

4. Calculating the rate percentage of the student's score:

$$P = \frac{F}{N} \times 100\%$$

Where:

P: Percentage

F: Frequency

N: Total number of the item. [32]

5. Classifying the scores according to rubric scores as follows:

Table 3.3 Classifying students' score

No	Classification	Score
1	Excellent	96-100
2	Good	86-95
3	Fair	75-85
4	Poor	36-74
5	Very Poor	0-35

6. Statistical Analysis

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[32] Anas Sudijon, *Pengantar Statistik Pendidikan* (Jakarta: Raja Grafindo Persada, 2006).

Calculating the mean scores, standard deviation, and t-test by using SPSS 22.

7. Hypothesis Testing

    a. If = $t_0 \geq t_t$ it means that the null hypothesis is rejected

    b. If = $t_0 \leq t_t$ it means that the null hypothesis is accepted. [33]

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[33] Anas Sudijon.

CHAPTER IV

FINDINGS & DISCUSSIONS

A. Findings

In this chapter, the researcher tabulates the analyzed data statistically. It shows the percentage classification and standard deviation of the student's results from the pre-test and post-test,

1. Analysis of students' scores on the test

   a. Pre-test

Researchers showed the speaking scores of grade X APL students in the pre-test into several sections.

Table 4.1 The score of students' speaking skills in the pre-test

No	Students	The Speaking aspects					Score of test
		P	**G**	**V**	**F**	**C**	
1.	S1	1	2	3	2	1	36
2.	S2	2	2	3	2	2	44
3.	S3	1	2	2	1	2	32
4.	S4	2	1	2	2	1	32
5.	S5	1	1	2	1	1	23
6.	S6	1	1	2	2	2	32
7.	S7	2	1	3	2	2	40
8.	S8	3	3	3	2	2	52
9.	S9	1	1	2	1	2	28
10.	S10	1	1	2	2	1	28
11.	S11	2	1	2	1	2	32
12.	S12	1	2	2	1	2	32
13.	S13	2	2	2	1	2	36
14.	S14	2	1	2	2	2	36
15.	S15	1	2	2	1	2	32
16.	S16	2	1	2	1	2	32
17.	S17	1	1	3	1	2	32
18.	S18	2	2	1	2	2	36
19.	S19	1	1	3	2	2	36
20.	S20	2	2	2	2	2	40
21.	S21	2	1	2	1	1	28

22.	S22	1	1	3	2	2	36
23.	S23	1	1	2	2	2	32
24.	S24	2	2	2	1	2	32
25.	S25	1	2	3	2	2	40
26.	S26	2	1	2	2	1	32
27.	S27	3	2	2	2	1	40
28.	S28	1	1	2	2	2	32
Total		44	41	63	45	49	963
Mean Score							34,39

Table 4.1 shows the students' scores in the pre-test. The results of the average score of the five aspects of the assessment of speaking skills, namely pronunciation, grammar, vocabulary, fluency, and comprehensibility with a mean value of 34.39 before treatment. Where the highest score from the aspect of speaking is vocabulary and the lowest is grammar.

Table 4.2 Descriptive Statistics of Student's Pre-test Score

	N	Minimum	Maximum	Mean	Std. Deviation
pretest	28	23	52	34.39	5.659
Valid N (listwise)	28				

Table 4.2 shows the descriptive statistical pre-test scores of students. In the table, it is explained that the highest score of students was 52 while the lowest score was 23. while the mean value of students' pre-test scores was 34.39 with a standard deviation of 5,659.

a. Pronunciation

Table 4.3 Students' Frequency and Percentage of Pronunciation in Pre-test

No	Classification	Score	Pre-test	
			Frequency	Percentage (%)
1.	Excellent	5	0	0%
2.	Good	4	0	0%
3.	Fair	3	2	7%
4.	Poor	2	12	43%
5.	Very poor	1	14	50%
	TOTAL		28	100%

Table 4.3 shows the frequency and percentage of student Pronunciation scores in the pre-test before treatment where 2 (7%) students get the fair category, 12 (43%) students get the poor category, and 14 (50%) students get the very poor category.

b. Grammar

Table 4.4 Students' Frequency and Percentage of Grammar in Pre-test

No	Classification	Score	Pre-test	
			Frequency	Percentage (%)
1.	Excellent	5	0	0%
2.	Good	4	0	0%
3.	Fair	3	1	4%
4.	Poor	2	11	39%
5.	Very poor	1	16	57%
	TOTAL		28	100%

Table 4.3 shows the results of students' Grammar scores in the pre-test before treatment where 1 (4%) students get the fair category, 11 (39%) students get the poor category and 16 (57%) students get the very poor category.

c. Vocabulary

Table 4.5 Students' Frequency and Percentage Vocabulary in Pre-test

No	Classification	Score	Pre-test	
			Frequency	Percentage (%)
1.	Excellent	5	0	0%
2.	Good	4	0	0%
3.	Fair	3	8	29%
4.	Poor	2	19	68%
5.	Very poor	1	1	3%
	TOTAL		28	100%

Table 4.5 shows the results of student vocabulary scores in the pre-test where 8 (29%) students got the fair category, 19 (68%) students got the poor category, and 1 (3%) students got the very poor category.

d. Fluency

Table 4.6 Students' Frequency and Percentage Fluency in pre-test

No	Classification	Score	Pre-test	
			Frequency	Percentage (%)
1.	Excellent	5	0	0%
2.	Good	4	0	0%
3.	Fair	3	0	0%
4.	Poor	2	17	60%
5.	Very poor	1	11	40%
	TOTAL		28	100%

Table 4.6 shows the results of students' fluency scores in the pre-test where, 17 (60%) students got the poor category, and 11 (40%) students got the very poor category.

e. Comprehensibility

Table 4.7 Students' Frequency and Percentage Comprehension in Pre-test

No	Classification	Score	Pre-test	
			Frequency	Percentage (%)
1.	Excellent	5	0	0%
2.	Good	4	0	0%
3.	Fair	3	0	0%
4.	Poor	2	21	75%
5.	Very poor	1	7	25%
	TOTAL		28	100%

Table 4.7 shows the results of students' Comprehension scores in the pre-test where 21(75%) students get the poor category, and 7(25%) students get the very poor category.

Table 4.8 Descriptive Statistics of Speaking Aspects in Pre-test

	N	Minimum	Maximum	Mean	Std. Deviation
pronunciation	28	1	3	1.57	.634
grammar	28	1	3	1.46	.576
vocabulary	28	1	3	2.25	.518
fluency	28	1	2	1.61	.497
comprehension	28	1	2	1.75	.441
Valid N (listwise)	28				

Table 4.8 shows the descriptive statistics for the pre-test in speaking aspects. The smallest value of Pronunciation was 3 while the largest value was 3, the mean value was 1.57 with a standard deviation of 634. Grammar shows the minimum value was 1 while the maximum value was 3, the mean value was 1.46 with a standard deviation of 576. Vocabulary shows a minimum value of 1 and a maximum value of 3, a mean value of 2.25 with a standard deviation value of 518. Fluency shows the minimum value is 1 and the maximum value was 2, the mean value is

1.61 with a standard deviation value of 497. And comprehension shows the minimum value was 1 and the maximum value was 2 with a mean value of 1.75 and a standard deviation value of 441.

b. Post-test

Table 4.9 The Score of Students' Speaking Skills in the Post-test

No	Students	The Speaking aspects					Score of test
		P	**G**	**V**	**F**	**C**	
1.	S1	3	2	3	3	3	56
2.	S2	3	2	3	3	3	56
3.	S3	3	2	3	3	3	56
4.	S4	3	2	3	2	2	48
5.	S5	3	2	3	3	3	56
6.	S6	3	3	4	3	3	64
7.	S7	3	2	3	2	2	48
8.	S8	4	3	4	4	3	72
9.	S9	3	2	3	2	3	52
10.	S10	3	3	4	2	3	60
11.	S11	3	3	3	2	3	56
12.	S12	3	3	3	2	3	56
13.	S13	4	3	4	3	3	68
14.	S14	3	2	3	2	2	48
15.	S15	3	2	3	3	2	52
16.	S16	3	2	3	2	2	48
17.	S17	3	3	3	2	3	56
18.	S18	3	3	3	2	3	56
19.	S19	2	2	3	2	2	44
20.	S20	3	2	4	3	3	60
21.	S21	3	2	3	2	3	52
22.	S22	3	2	3	3	3	56
23.	S23	3	2	4	3	3	60
24.	S24	3	2	3	3	3	56
25.	S25	3	2	3	3	3	56
26.	S26	3	2	3	3	3	56
27.	S27	3	2	3	2	2	48
28.	S28	3	2	3	3	2	52
	Total	85	64	90	72	75	1544
	Mean Score						55,14

Table 4.9 shows the results of students' speaking scores in the post-test in several categories of Pronunciation, Grammar, Vocabulary, Fluency, and Comprehension with a mean value of 55.14 after treatment. In the post-test, the aspect of speaking that increases the higher is the aspect of pronunciation and the lowest is the aspect of grammar.

Table 4.10 Descriptive Statistics of Students' Post-Test Score

	N	Minimum	Maximum	Mean	Std. Deviation
Post-test	28	44	72	55.14	6.193
Valid N (listwise)	28				

Table 4.10 shows descriptive statistics of students' post-test scores. In the table explained the minimum value is 44 while the maximum value is 72 with a mean value of 55.14 and standard deviations of 6.193.

    a. Pronunciation

Table 4.11 Students' Frequency and Percentage of Pronunciation in Post-test

No	Classification	Score	Pre-test	
			Frequency	Percentage (%)
1.	Excellent	5	0	0%
2.	Good	4	2	7%
3.	Fair	3	25	89%
4.	Poor	2	1	4%
5.	Very poor	1	0	0%
	TOTAL		28	100%

Table 4.11 shows the results of student pronunciation scores in the post-test where 2(7%) students get a Good category, 25(89%) students get the Fair category, and 4(4%) students get the poor category after being given treatment

44

b. Grammar

Table 4.12 Students' Frequency and Percentage of Grammar in Post-test

No	Classification	Score	Pre-test	
			Frequency	Percentage (%)
1.	Excellent	5	0	0%
2.	Good	4	0	0%
3.	Fair	3	8	29%
4.	Poor	2	20	71%
5.	Very poor	1	0	0%
	TOTAL		28	100%

Table 4.12 shows the results of students' grammar scores in the post-test where 8(29%) students get the Fair category, and 20(71%) students get the Poor category after being given treatment.

c. Vocabulary

Table 4.13 Students' Frequency and Percentage of Vocabulary in Post-test

No	Classification	Score	Pre-test	
			Frequency	Percentage (%)
1.	Excellent	5	0	0%
2.	Good	4	6	21%
3.	Fair	3	22	79%
4.	Poor	2	0	0%
5.	Very poor	1	0	0%
	TOTAL		28	100%

Table 4.13 shows the results of students' Vocabulary scores in the post-test, where 6 (21%) students get the Good category, and 22 (79%) students get the Fair category after being given treatment.

d. Fluency

Table 4.14 Students' Frequency and Percentage of Fluency in Post-test

No	Classification	Score	Pre-test	
			Frequency	Percentage (%)
1.	Excellent	5	0	0%
2.	Good	4	1	4%
3.	Fair	3	14	50%
4.	Poor	2	12	46%
5.	Very poor	1	0	0%
	TOTAL		28	100%

Table 4.14 shows the results of students' Fluency scores in the post-test, where 1(4%) students get a Good category, 14(50%) students get the Fair category, and 13(46%) students get the Poor category after being given treatment.

e. Comprehensibility

Table 4.15 Students' Frequency and Percentage Comprehension in **Post-test**

No	Classification	Score	Pre-test	
			Frequency	Percentage (%)
1.	Excellent	5	0	0%
2.	Good	4	0	0%
3.	Fair	3	19	68%
4.	Poor	2	9	32%
5.	Very poor	1	0	0%
	TOTAL		28	100%

Table 4.15 shows the results of students' Comprehension scores in the post-test where 19(68%) students get the Fair category, and 9(32%) get the poor category after being given treatment.

Table 4.16 Descriptive Statistics of Speaking Aspects in Post-test

	N	Minimum	Maximum	Mean	Std. Deviation
Pronunciation	28	2	4	3.04	.331
Grammar	28	2	3	2.29	.460
Vocabulary	28	2	4	3.21	.418
Fluency	28	2	4	2.57	.573
Comprehensibility	28	3	3	2.68	.476
Valid N (listwise)	28				

Table 4.16 shows the descriptive statistics for the post-test in speaking aspects. The smallest value of Pronunciation was 2 while the largest value was 4, the mean value was 3.04 with a standard deviation of 331. Grammar shows the minimum value was 2 while the maximum value was 3, the mean value was 2.29 with a standard deviation of 460. Vocabulary shows a minimum value of 2 and a maximum value of 4, a mean value of 3.21 with a standard deviation value of 418. Fluency indicates the minimum value was 2 and the maximum value was 4, the mean value was 2.57 with the standard deviation value 573. And comprehension shows the minimum value was 2 and the maximum value was 3 with a mean value of 2.68 and a standard deviation value of 476.

Table 4.17 The Comparison of Students' Pre-test and Post-test

No	Classification	Score	Pre-test		Post-test	
			Frequency	**Percent**	**Frequency**	**Percent**
1.	Excellent	96-100	-	-	-	-
2.	Good	86-95	-	-	-	-
3.	Fair	75-85	-	-	-	-
4.	Poor	36-74	2	7,14%	28	100%
5.	Very Poor	0-35	26	92,85%	-	-
	Total		28	100%	28	100%

Table 4.17 shows the comparison scores of students in the pre-test and post-test where in the pre-test the poor classification was 2 (7.14%) and in the very poor classification was 26 (92.85%). While in the post-test all the students got the poor classification was 28 (100%).

Chart 1.1 Rate Aspects of Speaking in Pre-test and Post-test
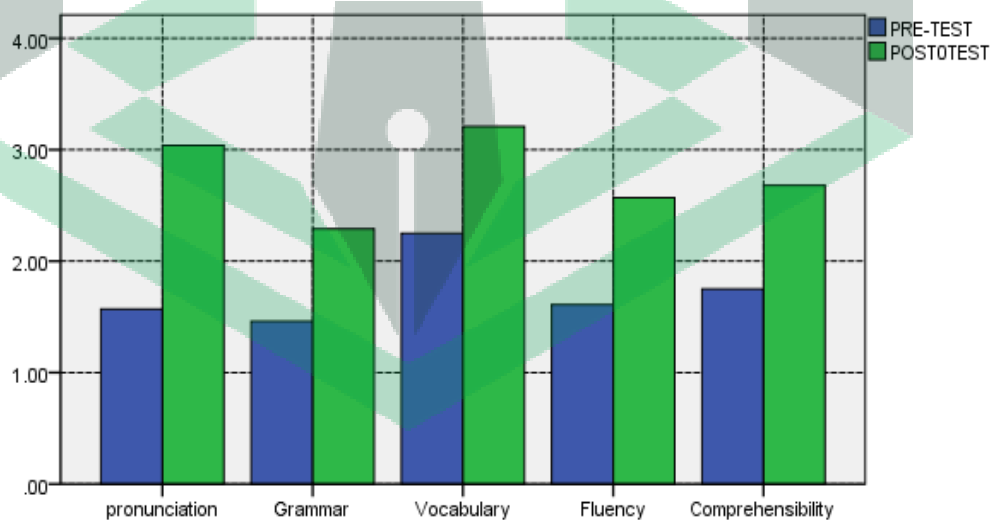
The chart shows the results of data from improving aspects of students' speaking skills in the pre-test and post-test. The highest increase when given

treatment is vocabulary with a mean score of 3.21, the second is the pronunciation aspect with a mean score of 3.04, the third is the comprehension aspect with a mean score of 2.68, the fourth is the fluency aspect with a mean score of 2.57 and the last aspect is grammar with a mean score of 2.29.

Table 4.18 The Paired Samples Statistics of Pre-test and Post-test

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	34.39	28	5.659	1.069
	posttest	55.14	28	6.193	1.170

Table 4.18 shows the paired samples statistics of the pre-test and post-test where the mean pre-test score of students was 34.39 and the post-test score was 55.14 with the standard deviation value in the pre-test was 5.659 and the post-test score was 6.193. Furthermore, for the standard error value, the pre-test mean was 1.069 and the post-test was 1.170. Table paired samples statistics show if the data from the post-test was higher than the pre-test data.

Table 4.19 The Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	pretest & posttest	28	.297	.124

Table 4.19 of the paired samples correlations shows the value of the correlations between the pre-test and post-test is 297 and the significant value was 124.

Table 4.20 The Paired Samples Test of Pre-test and Post-test

		Paired Differences						
		Mean	Std. Deviation	95% Confidance Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
Pair 1	Pre-test Post-test	-20.750	7.038	-23.479	-18.021	-15.602	27	.000

Table 4.20 shows the paired samples test shows t_{test} = 15.602, with (p) 5% and df (degree of freedom) value 27. According to Gray the value of t_t (table) = 2.052.[34] Based on these results, the t_{test} is higher than the t_{table}, $t_o > t_t$.

$$15.602 > 2.052$$

With statistical hypothesis is as follows:

H_0: if the t-table is higher than the t-test, it means that using the role play technique cannot improve students' speaking skill at SMKN2 Palopo.

H_a: if the t-test is higher than the t-table, it means that using the role play technique can improve students' speaking skill at SMKN 2 Palopo.

From the explanation above $t_{test} > t_{table}$ can be concluded if the Alternative Hypothesis (H_I) is accepted, and the Null Hypothesis (H_O) is rejected. The use of the role play technique was effective in improving the speaking skill of grade X students at SMKN 2 Palopo.

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[34] Dr. Geoffrey Gray, "Education Research".

B. Discussions

From the results of the above data that have been presented by the researcher, the used of role play techniques in learning English for grade X students of SMKN 2 Palopo can improve their speaking skill in five aspects of speaking assessment, namely pronunciation, grammar, vocabulary, fluency, and comprehension.

Before treatment, students' speaking skill was very low, and the results of the pre-test were recorded with the first speaking aspect is vocabulary, the second aspect was comprehension, the third was fluency aspect, the fourth was pronunciation, and the fifth was the lowest grammar aspect. At this stage the ability of the five aspects of student speaking is still low, their vocabulary is still very limited, student pronunciation is difficult to understand, and when students are spoken to they do not understand what the researcher is saying, besides that the lack of student vocabulary makes them less fluent in speaking in English, many of the students still use Indonesian or some are still combining English and language. Here are some examples of conversations during the research in the pre-test:

R. 8 : *My name is Reni, I'am good. Damage road. In kampung. I live in Sangkin. Sick. Cause mobil besar. Kecelakaan.*

R. 14 : *My name is Nurjannah. I'am fine. Damage road. If I pulang school. Feel sad. Mobil besar. Danger.*

R. 22 : *My name is Nalis. I live in Muhammad Kasim. I think jalan rusak, damage road. I see in jalan. I feel lain-lain. Cause hujan and mobil. Mencelakai orang.*

At the time of the pre-test, the students' speaking ability was still low. When they are asked a question, they ask back what it means. Then, when they answered,

most of them combined it with Indonesian because of a lack of vocabulary. In addition, they also feel shy when asked because of the lack of opportunities to practice speaking in the class.

While in the post-test, here is the conversation:

R8: *My name is Reni. I live in Sangkin. Littering and trash heap. In the drain and river. I feel smell and angry. Because of littering. Because people feel lazy. It makes disease, flood, and pollution.*

R14: *My name is Nurjannah. I'm fine. I live in Rampoang. Littering. In the river and the drain. I feel angry and disappointed. Because of lazy. It makes pollution and flooding.*

R22: *My name is Nalis. I am fine. I live in Kota. Littering. In the drain. No. I feel the smell. Because of littering. No, I don't know. It makes disease and pollution.*

With eight treatment meetings, students began to actively talk to researchers. Using role play techniques by using giving and asking for opinion dialogues was suggested by teachers because at that time they learned the dialogue. In treatment, students will be made in groups and sometimes paired with their classmates to create a dialogue giving and asking for opinions with different themes in each meeting. In the first meeting, students make a dialogue about restaurants, in the next meeting, students make a dialogue about bullying, movies, weekends, and others. Once students have created a dialogue, they will play the role of each role present in the dialogue.

The student's post-test results above show the improvement in the student's speaking skills after treatment. They respond faster to what is asked, in addition,

their vocabulary was also increased so that they can answer questions using English. In this post-test stage, The biggest improvement in speaking is vocabulary, the second is pronunciation, the third is fluency, fourth is articulation, and last is grammar.

When students have been given very low pronunciation treatment, even for self-introduction, there are still many words whose pronunciation is wrong is more increased than the other four aspects. Students' vocabulary increases because when their treatment is more to understand and memorize commonly used vocabulary, students are also more fluent in speaking because they are given more opportunities to speak, in the aspect of comprehension, students better understand the questions given. However, in the grammar aspect, students experienced the lowest improvement. This is because they lack an understanding of the proper grammar structure when they speak. In the aspects of speaking; pronunciation, grammar, vocabulary, fluency, and comprehension, all aspects have increased but the vocabulary is the most improved aspect, then the second is pronunciation, the third is fluency aspect, the fourth is the comprehensibility aspect of the last fund is grammar.

The strength of the implementation of the role-play techniques in teaching speaking made students more active and creative in the class. The students enjoy speaking with their friends without being wrong. On the other hand, the students got more time to practice their speaking skill than conventional teaching where the teacher was more active than the students. The teacher can evaluate students' abilities when they are in role play. In addition, the class atmosphere is more live

because of the activity between teacher and students.

The weakness of the implementation of the role-play techniques takes more time to practice and to presentation the role play. In addition, the condition students in the class are not all active, and some students difficult to work in groups or pairs and backgrounds the students are indeed introvert.

The results of research that has been conducted by researchers found that the use of this role play technique can improve students' speaking skill in the classroom. This is supported by Masda's statement in her research in 2018, the results of the study show that role play technique can develop students' Speaking skills where vocabulary has increased the highest. Ikhwanur Romadhoni's (2021) statement that the use of role-play techniques can improve students' speaking skills where the result of this research shows that the implementation of role play techniques can help students to improve their speaking skills in asking and giving opinions with the highest aspect improvement in pronunciation.

Furthermore, this research is also supported by a statement from Yusfi Ma'rifatus (2020), where research found the result that the implementation of the role play technique can improve the students' Speaking skills and implementing role play makes students more active in speaking in class. The results of this study and previous research both improved students' speaking skills through the implementation of role play techniques. The difference between the previous research is in the place of research, population, and year of research, and there are differences in research methods where researchers here use pre-experimental methods while previous studies use different research methods. In addition, the

difference also lies in the data collection techniques and data analysis. The overall results of this study can be concluded that the implementation of role play was effective in improving students' speaking skill.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

The implementation of the role play technique in teaching was effective in improving the speaking skill of grade X students at SMKN 2 Palopo. This is evidenced by the results of research from the assessment of students' pre-test and post-test mean scores which have increased significantly. The mean score of pre-test students was 34.39 an increase in the student's post-test mean score was 55.14 and the student's probability (P) value was 0.05 (0.000<0.05). This shows that the role play technique was effective to improve students' speaking skill.

B. Suggestions

Based on the above research results, the researchers put forward some suggestions.

1. For teachers, the researcher recommended using several kinds of teaching strategies that can make students not feel bored, and make students interested when learning to speak English. Students need opportunities to practice more. So not only the material they know but the practice as well. The use of role play techniques in learning strategies can be an example to make students not easily bored, and interested and also give students a lot of opportunity to practice speaking.

2. For students, students are expected to be more active in learning. So not just listening but more active than teachers to foster a sense of courage and confidence to speak. Don't be afraid of being wrong, because only people

who dare to be wrong can correct their shortcomings.

3. For future teachers, the researcher expected this thesis can help future teachers to suggest effective information learning to improve students' speaking skills.

4. For readers, this thesis is intended to be a source of information for all readers who want to know the effectiveness of role play techniques to improve the speaking skill of students.
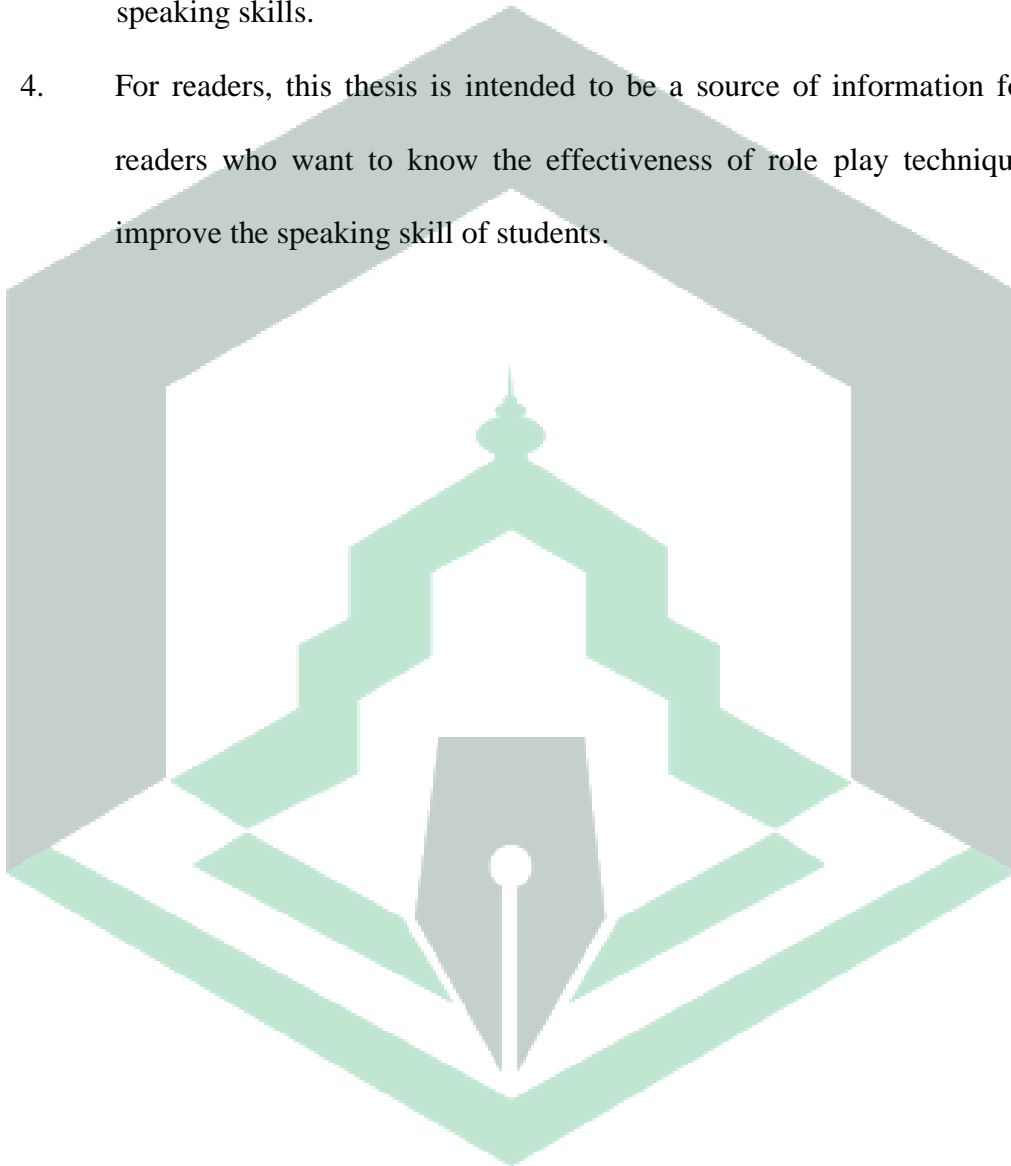
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PPP LESSON PLAN (First Meeting)

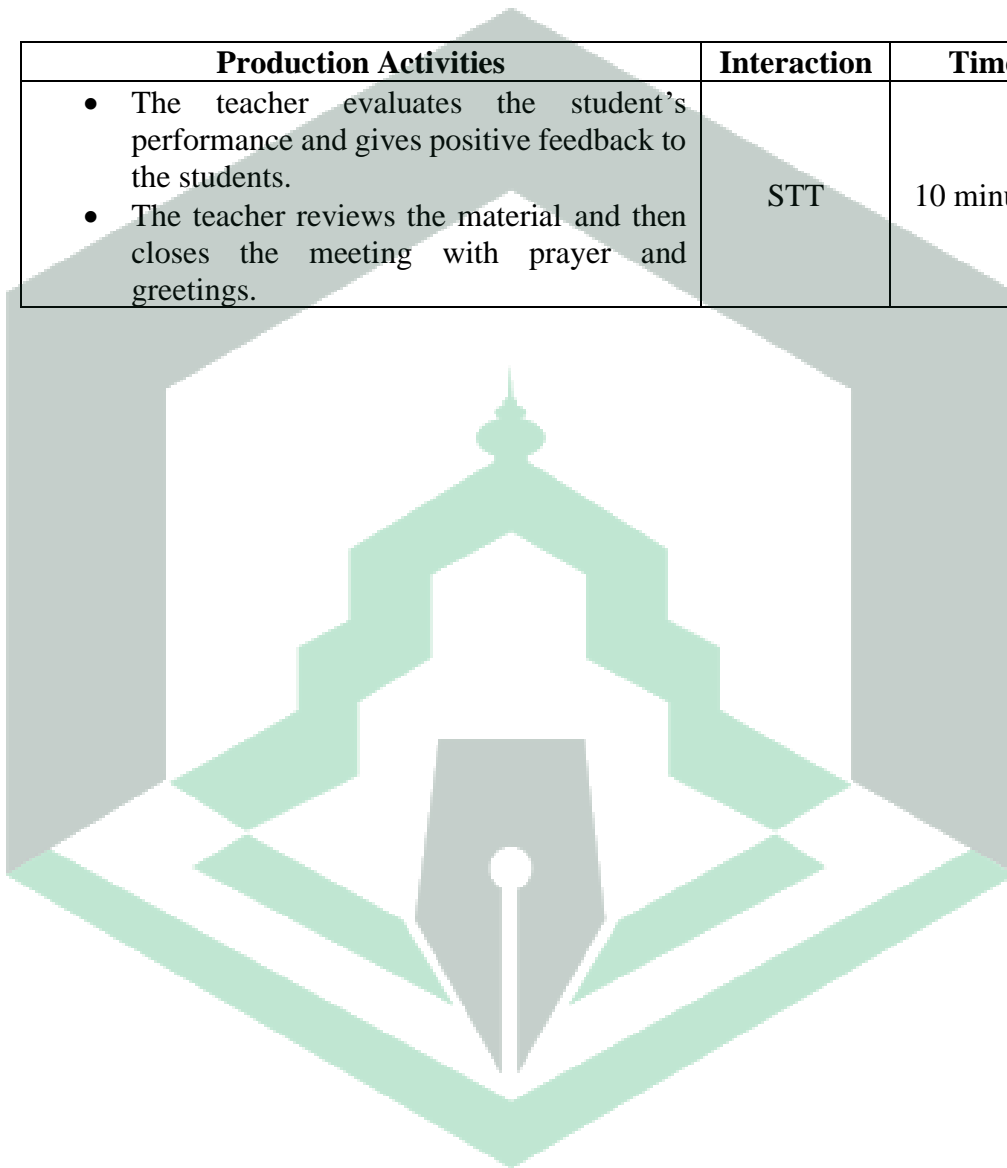| SCHOOL	SMKN 2 Palopo
CLASS/SEMESTER	X.A APL/I
TOPIC	Dialogue giving and asking opinions.
OBJECTIVES	Students would be able to role-play the dialogue giving and asking for opinions about the restaurant
VOCABULARIES	Order, pay, bill, food, drink, menu, help, take away, please, thank you, rate, best seller, price, etc.
MATERIALS	Hp, marker, whiteboard.
TIME	60 minutes
POTENTIAL PROBLEM	lack vocabulary, mixed ability, distracted behavior, and low self-confidence.

Present Activities	Interaction	Time
• **Greetings** T: Assalamualaikum Wr. Wb T: Good morning T: How are you today? • **Praying** The teacher asks students to lead the prayer before starting the class. • **Attendance List** The teacher mentions the students' names one by one.	T-Ss	8 minutes
• **Attention Grabber** The teacher instructs the students. If the teacher says "clap one" Students would clap their hands once. If the teacher says "Clap two" the student will clap twice. If the teacher says "clap three" the student will be ssstt or silent.	T-Ss	2 minutes

Present Material	Interaction	Time
• The teacher explains the role-play technique to the students. • The teacher explains the dialogue by giving and asking for opinions.	T-Ss	10 minutes

Practice Activities	Interaction	Time
- The teacher divides students into groups consisting of three students. - The teacher shares the text of the case. - The teacher directs the students to make a dialogue giving and asking for opinions with their group about ordering the best-seller menu at the restaurant based on the case. - The teacher directs the students to performance their dialogue giving and asking for opinions at the restaurant.	TTT	30 minutes

Production Activities	Interaction	Time
- The teacher evaluates the student's performance and gives positive feedback to the students. - The teacher reviews the material and then closes the meeting with prayer and greetings.	STT	10 minutes

Unscripted role play

Procedure:

1. Create a group with your classmates of 3.

2. Read the case below with your group mates

> Two students went to a notoriously crowded geprek chicken restaurant. Once there, the two students asked and asked the restaurant waiter for their opinions about the best-seller menu and prices. The waiter explained some of the menus and the level of spiciness of each geprek chicken and their best-selling drinks.

3. Choose who will be the buyers and waiters.

4. Make a dialogue giving and asking for opinions based on the case.

5. Practice the dialogue with your group mates and then role-play in front of the class.

PPP LESSON PLAN (Second Meeting)

SCHOOL	SMKN 2 Palopo
CLASS/SEMESTER	X.A APL/I
TOPIC	Dialogue giving and asking for the opinion
OBJECTIVES	Students would be able to create and role-play the dialogue giving and asking opinions about the Weekend.
VOCABULARIES	Weekends, holidays, plans, beach, vacation, permission, go, mountain, park, lake, river, etc.
MATERIALS	Hp, marker, whiteboard.
TIME	60 minutes
POTENTIAL PROBLEM	lack vocabulary, mixed ability, distracted behavior, and low self-confidence.

Present Activities	Interaction	Time
• **Greetings** T: Assalamualaikum Wr. Wb T: Good morning T: How are you today? • **Praying** The teacher asks students to lead the prayer before starting the class. • **Attendance List** The teacher mentions the students' names one by one.	T-Ss	8 minutes
• **Attention Grabber** The teacher instructs the students. If the teacher says "hello" students must say "hai"	T-Ss	2 minutes

Present Material	Interaction	Time
• The teacher explains the unscripted role-play technique to the students. • The teacher explains the dialogue by giving and asking for opinions.	T-Ss	10 minutes

Practice Activities	Interaction	Time
• The teacher divides students into groups consisting of three students. • The teacher shares the case text. • The teacher directs the students to create a dialogue giving and asking for opinions	TTT	30 minutes

with their group about the weekend based on the case. • The teacher directs the students to perform their dialogue giving and asking for an opinion about the weekend.		

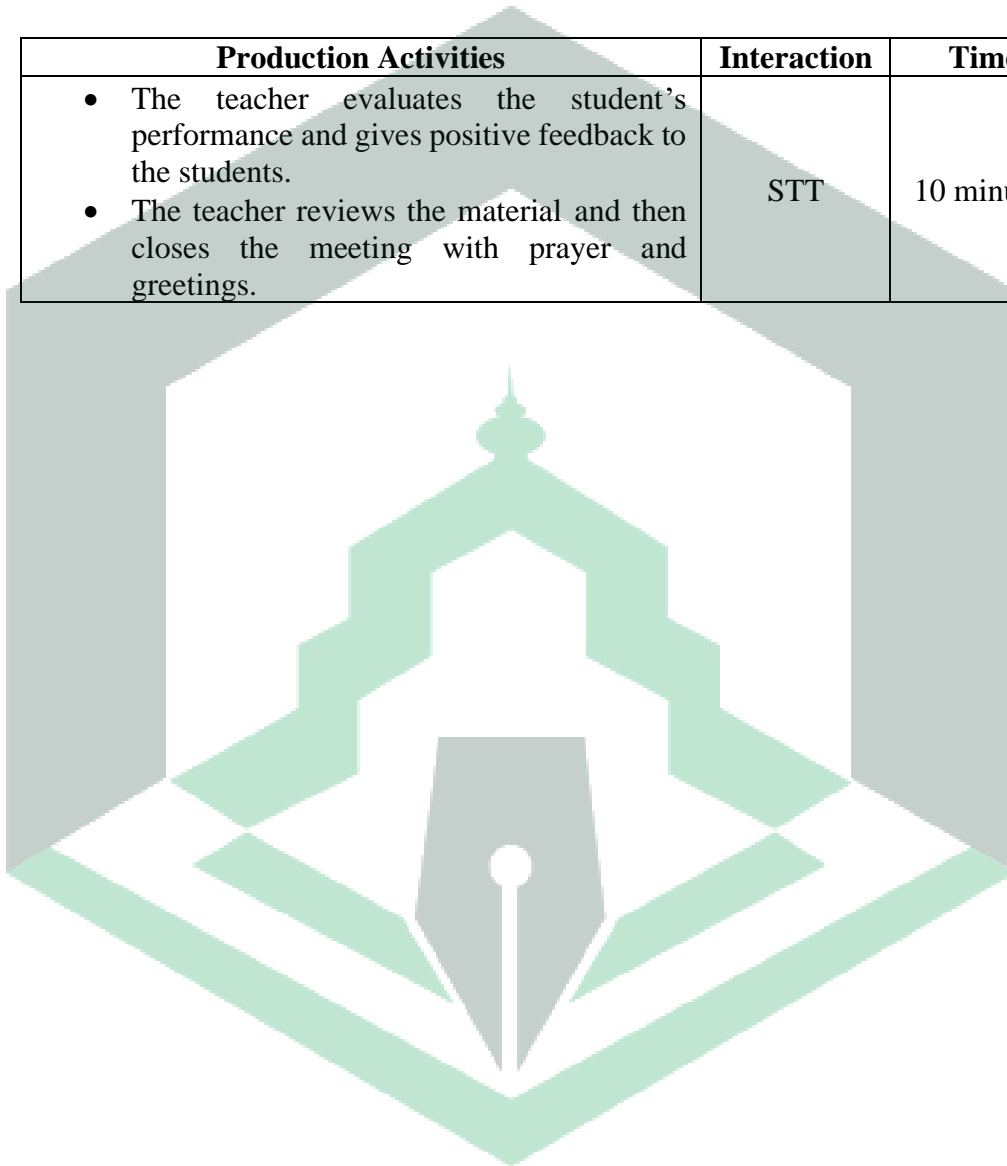| Production Activities	Interaction	Time
• The teacher evaluates the student's performance and gives positive feedback to the students. • The teacher reviews the material and then closes the meeting with prayer and greetings.	STT	10 minutes

Unscripted role play

Procedure:

1. Create a group with your classmates of 3.

2. Read the case below with your group mates

Three students planned to spend the weekend somewhere, but they were confused about where to go. His friend suggested 3 different places through photos of the tourist destination there is the beach, a mountain, and a park. Then they will give their respective opinions on which tourist attractions will be their destination.
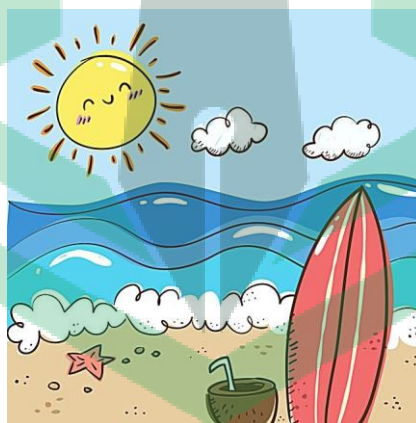
3. Each student will show their weekend destinations.

4. Create dialogue giving and asking for opinions based on the case.

5. Practice the dialogue with your group mates and then role-play in front of the class.

PPP LESSON PLAN (Third Meeting)

SCHOOL	SMKN 2 Palopo
CLASS/SEMESTER	X.A APL/I
TOPIC	Dialogue giving and asking for opinions.
OBJECTIVES	Students would be able to create and role-play the dialogue giving and asking for opinions about the destination at Toraja for tourists.
VOCABULARIES	Help, visit, country, tourist, place, destination, etc.
MATERIALS	Hp, marker, whiteboard, text case.
TIME	60 minutes
POTENTIAL PROBLEM	lack vocabulary, mixed ability, distracted behavior, and low self-confidence.

Present Activities	Interaction	Time
• **Greetings** T: Assalamualaikum Wr. Wb T: Good morning T: How are you today? • **Praying** The teacher asks students to lead the prayer before starting the class. • **Attendance List** The teacher mentions the students' names one by one.	T-Ss	8 minutes
• **Attention Grabber** The teacher instructs the students. If the teacher says: attention" the students say "attention attention attention"	T-Ss	2 minutes

Present Material	Interaction	Time
• The teacher explains the unscripted role-play technique to the students. • The teacher explains the dialogue by giving and asking for opinions.	T-Ss	10 minutes

Practice Activities	Interaction	Time
• The teacher divides students into pairs. • The teacher shares the case text. • The teacher directs the students to create a dialogue giving and asking for opinions	TTT	30 minutes

about destinations at Toraja for tourists based on the case. • The teacher directs the students to perform their dialogue giving and asking for opinions about destinations at Toraja for tourists.		

Production Activities	**Interaction**	**Time**
• The teacher evaluates the student's performance and gives positive feedback to the students. • The teacher reviews the material and then closes the meeting with prayer and greetings.	STT	10 minutes

Unscripted role play

Procedure:

1. Create a group with your classmates of 2 people or in pairs.

2. Read the case below with your group mates

One student will be a tourist from the Netherlands who will vacation in Toraja. This tourist asked residents to give him suggestions for good tourist destinations in the Toraja area. One of the students will be a local who advises the tourist.
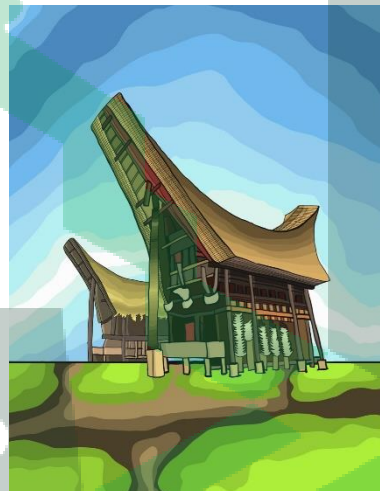
3. Choose who will be the locals and tourists.

4. Make dialogue giving and asking for opinions based on the case.

5. Practice the dialogue with your group mates and then role-play in front of the class.

PPP LESSON PLAN (Fourth Meeting)

SCHOOL	SMKN 2 Palopo
CLASS/SEMESTER	X.A APL/I
TOPIC	Dialogue giving and asking for the opinion
OBJECTIVES	Students would be able to create and role-play the dialogue giving and asking for opinions about the Endorsement parfum
VOCABULARIES	Shop, buy, cheap, expensive, sales, size, try, pay, cash, debit, fragrant, fresh, etc.
MATERIALS	Hp, marker, whiteboard, paper, pictures.
TIME	60 minutes
POTENTIAL PROBLEM	lack vocabulary, mixed ability, distracted behavior, and low self-confidence.

Present Activities	Interaction	Time
• **Greetings** T: Assalamualaikum Wr. Wb T: Good morning T: How are you today? • **Praying** The teacher asks students to lead the prayer before starting the class. • **Attendance List** The teacher mentions the students' names one by one.	T-Ss	8 minutes
• **Attention Grabber** The teacher instructs the students. If the teacher says "My name is Chacha" the students say "Clap clap chachacha"	T-Ss	2 minutes

Present Material	Interaction	Time
• The teacher explains the unscripted role-play technique to the students. • The teacher explains the dialogue by giving and asking for opinions.	T-Ss	10 minutes

Practice Activities	Interaction	Time
• The teacher divides students into pairs. • The teacher shares the case text. • The teacher directs the students to create a dialogue giving and asking for opinions about endorsement based on the case. • The teacher directs the students to perform their dialogue giving and asking for opinions about endorsement.	TTT	30 minutes

Production Activities	Interaction	Time
• The teacher evaluates the student's performance and gives positive feedback to the students. • The teacher reviews the material and then closes the meeting with prayer and greetings.	STT	10 minutes

Unscripted role play

Procedure:

1. Create a group with your classmates of 2 people or in pairs.

2. Read the case below with your group mates

2 students will do endorsement activities. They will review a perfume. They will give their opinion on the perfume starting from the smell price and quality of the perfume.

3. Every student has the same role.

4. Create dialogue giving and asking for opinions based on the case

5. Practice the dialogue with your group mates and then role-play in front of the class.

PPP LESSON PLAN (Fifth Meeting)

SCHOOL	SMKN 2 Palopo
CLASS/SEMESTER	X.A APL/I
TOPIC	Dialogue giving and asking for the opinion
OBJECTIVES	Students would be able to create and role-play the dialogue giving and asking for opinions about Covid 19.
VOCABULARIES	Virus, masks, social distancing, vaccines, plague, etc.
MATERIALS	Hp, marker, whiteboard.
TIME	60 minutes
POTENTIAL PROBLEM	lack vocabulary, mixed ability, distracted behavior, and low self-confidence.

Present Activities	Interaction	Time
• **Greetings** T: Assalamualaikum Wr. Wb T: Good morning T: How are you today? • **Praying** The teacher asks students to lead the prayer before starting the class. • **Attendance List** The teacher mentions the students' names one by one.	T-Ss	8 minutes
• **Attention Grabber** The teacher instructs the students. If the teacher says " hocus focus" the students say "trial"	T-Ss	2 minutes

Present Material	Interaction	Time
• The teacher explains the unscripted role-play technique to the students. • The teacher explains the dialogue by giving and asking for opinions.	T-Ss	10 minutes

Practice Activities	Interaction	Time
• The teacher divides students into groups. • The teacher shares the case text. • The teacher directs the students to create a dialogue giving and asking for opinions about covid 19.	TTT	30 minutes

Production Activities	Interaction	Time
- The teacher directs the students to role-play the dialogue giving and asking opinions about Covid 19. - The teacher directs the students to do role-playing and acts like the student talking on a video call and talk about the covid 19. - The teacher directs the student to perform their dialogue giving and asking for opinions about covid 19.		

Production Activities	Interaction	Time
- The teacher evaluates the student's performance and gives positive feedback to the students. - The teacher reviews the material and then closes the meeting with prayer and greetings.	STT	10 minutes

Unscripted role play

Procedure:

1. Create a group with your classmates of 4.

2. Read the case below with your group mates

    Each group made a video call through the WhatsApp application by discussing and giving their opinions about the Covid 19 virus made them study online and the implementation of social distancing.
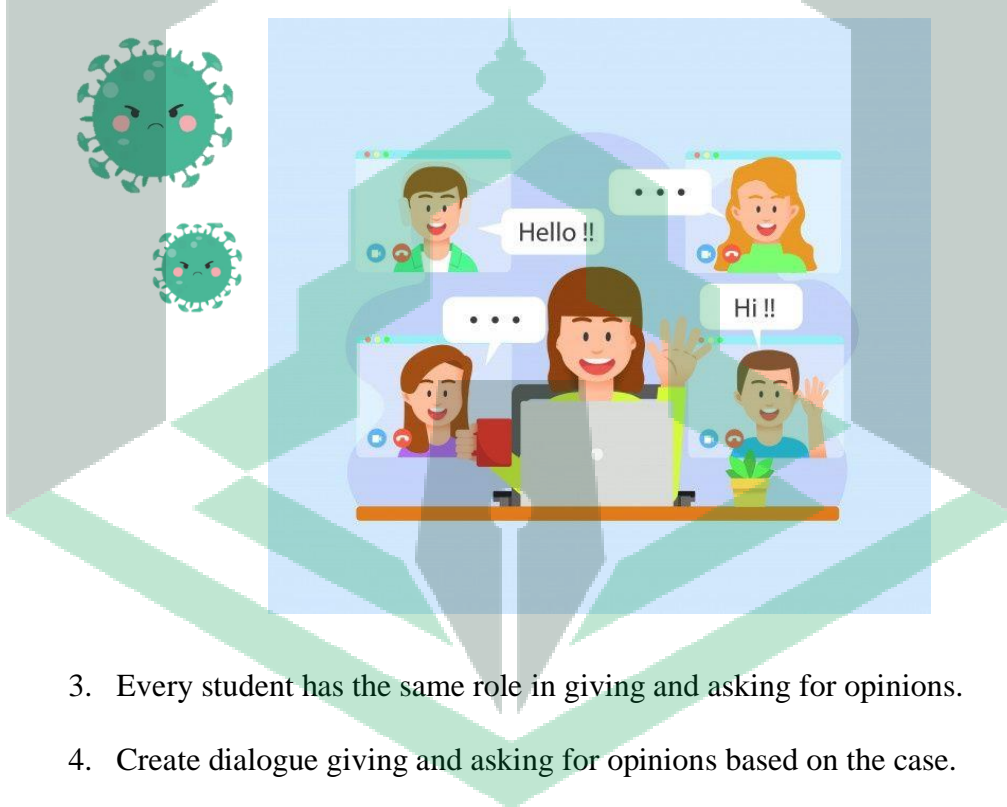
3. Every student has the same role in giving and asking for opinions.

4. Create dialogue giving and asking for opinions based on the case.

5. Practice the dialogue with your group mates and then role-play in front of the class.

PPP LESSON PLAN (Sixth Meeting)

SCHOOL	SMKN 2 Palopo
CLASS/SEMESTER	X.A APL/I
TOPIC	Dialogue giving and asking for opinions.
OBJECTIVES	Students would be able to create and role-play the dialogue giving and asking for opinions about TV shows.
VOCABULARIES	Show, like, don't like, interesting, Oprah, talk show, boring, terrible, etc.
MATERIALS	Hp, marker, whiteboard, paper.
TIME	60 minutes
POTENTIAL PROBLEM	lack vocabulary, mixed ability, distracted behavior, and low self-confidence.

Present Activities	Interaction	Time
• **Greetings** T: Assalamualaikum Wr. Wb T: Good morning T: How are you today? • **Praying** The teacher asks students to lead the prayer before starting the class. • **Attendance List** The teacher mentions the students' names one by one.	T-Ss	8 minutes
• **Attention Grabber** The teacher instructs the students. If the teacher says " hocus focus" the students say "trial"	T-Ss	2 minutes

Present Material	Interaction	Time
• The teacher explains the unscripted role-play technique to the students. • The teacher explains dialogue giving and asking for opinions.	T-Ss	10 minutes

Practice Activities	Interaction	Time
• The teacher divides students into pairs. • The teacher shares the case text. • The teacher directs the students to create a dialogue giving and asking for opinions about TV shows based on the case.	TTT	30 minutes

• The teacher directs the students to perform their dialogue giving and asking for opinions about the TV show		

Production Activities	Interaction	Time
• The teacher evaluates the student's performance and gives positive feedback to the students. • The teacher reviews the material and then closes the meeting with prayer and greetings.	STT	10 minutes

Unscripted role play

Procedure:

1. Create a group with your classmates of 2 people or in pairs.

2. Read the case below with your group mates

Two students talk about one of the adult TV shows that should not be shown freely on TV channels. They asked each other questions and gave opinions on the TV show.

3. Every student has the same role.

4. Create dialogue giving and asking for opinions based on the case.

5. Practice the dialogue with your group mates and then role-play in front of the class.

PPP LESSON PLAN (Seventh Meeting)

SCHOOL	SMKN 2 Palopo
CLASS/SEMESTER	X.A APL/I
TOPIC	Dialogue giving and asking for opinions.
OBJECTIVES	Students would be able to create and role-play the dialogue giving and asking for an opinion about student fights.
VOCABULARIES	The problem, solution, fight, counseling room, teacher, etc.
MATERIALS	Hp, marker, whiteboard.
TIME	60 minutes
POTENTIAL PROBLEM	lack vocabulary, mixed ability, distracted behavior, and low self-confidence.

Present Activities	Interaction	Time
• **Greetings** T: Assalamualaikum Wr. Wb T: Good morning T: How are you today? • **Praying** The teacher asks students to lead the prayer before starting the class. • **Attendance List** The teacher mentions the students' names one by one.	T-Ss	8 minutes
• **Attention Grabber** The teacher instructs the students. If the teacher says "My name is Chacha" the students say "Clap clap chachacha"	T-Ss	2 minutes

Present Material	Interaction	Time
• The teacher explains the unscripted role-play techniques to the students. • The teacher explains the dialogue by giving and asking for opinions.	T-Ss	10 minutes

Practice Activities	Interaction	Time
• The teacher divides students into pairs. • The teacher shares the case text. • The teacher directs the students to create a dialogue giving and asking for opinions about student fights based on the case.	TTT	30 minutes

• The teacher directs the student to perform their dialogue giving and asking for opinions about student fights.		

Production Activities	Interaction	Time
• The teacher evaluates the student's performance and gives positive feedback to the students. • The teacher reviews the material and then closes the meeting with prayer and greetings.	STT	10 minutes

Unscripted role play

Procedure:

1. Create a group with your classmates of 2 people or in pairs.

2. Read the case below with your group mates

A student asked his friend about the news of a student fight at a school. He asked and told his friend to give his opinion on the news. The news reported that the trigger for the student's fight was because he was offended by the words thrown by his friend.

3. Every student has the same role.

4. Create dialogue giving and asking for opinions based on the case.

5. Practice the dialogue with your group mates and then role-play in front of the class.

PPP LESSON PLAN (Eighth Meeting)

SCHOOL	SMKN 2 Palopo
CLASS/SEMESTER	X.A APL/I
TOPIC	Dialogue giving and asking for opinions.
OBJECTIVES	Students would be able to create and role-play the dialogue giving and asking for opinions about bullying.
VOCABULARIES	Bullying, violence, mental, physique, sneered, treated, problem, etc.
MATERIALS	Hp, marker, whiteboard.
TIME	60 minutes
POTENTIAL PROBLEM	lack vocabulary, mixed ability, distracted behavior, and low self-confidence.

Present Activities	Interaction	Time
• **Greetings** T: Assalamualaikum Wr. Wb T: Good morning T: How are you today? • **Praying** The teacher asks students to lead the prayer before starting the class. • **Attendance List** The teacher mentions the students' names one by one.	T-Ss	8 minutes
• **Attention Grabber** The teacher instructs the students. If the teacher says "morning morning" the students say "Hey hey"	T-Ss	2 minutes

Present Material	Interaction	Time
• The teacher explains the unscripted role-play techniques to the students • The teacher explains dialogue about giving and asking for opinions.	T-Ss	10 minutes

Practice Activities	Interaction	Time
• The teacher divides students into pairs. • The teacher shares the case text. • The teacher directs the students to create a dialogue giving and asking for opinions about bullying	TTT	30 minutes

	Interaction	Time
• The teacher directs the students to perform their dialogue giving and asking for opinions about bullying.		

| Production Activities	Interaction	Time
• The teacher evaluates the student's performance and gives positive feedback to the students. • The teacher reviews the material and then closes the meeting with prayer and greetings.	STT	10 minutes

Unscripted role play

Procedure:

1. Create a group with your classmates of 2 people or in pairs.

2. Read the case below with your group mates

A student got a photo of a bullying case that occurred at his school through a WhatsApp group. One of these students was unaware of the bullying, so he asked his/her and told him to give his/her opinion on what would happen to the bully.
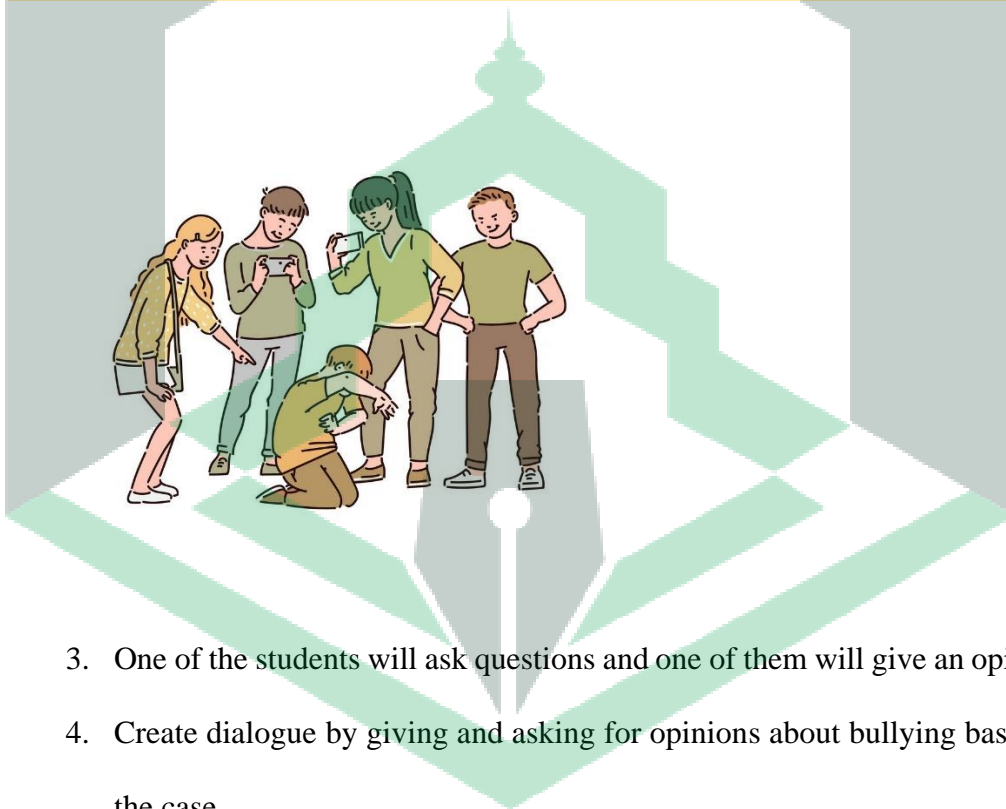
3. One of the students will ask questions and one of them will give an opinion.

4. Create dialogue by giving and asking for opinions about bullying based on the case.

5. Practice the dialogue with your group mates and then role-play in front of the class.

PRE-TEST

1. What do you think about this picture?

2. Where do you often see this image?

3. How do you feel when you are faced with this picture?

4. What do you think is the cause of this picture?

5. What happens if the picture below is not resolved immediately?

POST-TEST

1. What do you think about this picture?

2. Where do you often see this image?

3. How do you feel when you are faced with this picture?

4. What do you think is the cause of this picture?

5. What happens if the picture below is not resolved immediately?

SURAT KETERANGAN VALIDASI

Yang bertanda tangan dibawah ini:

Nama : Dr. Masruddin, S.S., M. Hum

Jabatan/Pekerjaan : Dosen

Instansi Asal : IAIN Palopo

Menyatakan bahwa Instrumen Penelitian dengan judul:

The Effectiveness of Role Play Technique to Improve Students' Speaking Skills at SMKN 2 Palopo

dari mahasiswa:

Nama : Reski Nur Hidayah

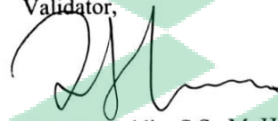Program Studi : Pendidikan Bahasa Inggris

NIM : 1902020068

(sudah siap/belum siap) dipergunakan untuk penelitian dengan menambahkan beberapa saran sebagai berikut:

....

....

....

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Palopo,

Validator,

Dr. Masruddin, S.S., M. Hum

NIP. 198006132005011005

*coret yang tidak perlu

DOCUMENTATIONS

PRE-TEST

Researcher gave pre-test to the students

Situation in the class while pre-test

The researcher interviewed the students

The researcher interviewed the students

TREATMENT

Researcher gave materials to the students

The students' role played the dialogue

The researcher evaluated the students' role play

The research showed the media to the students

The students write down their own dialogue

The researcher evaluated the students' role play

The student's role played the dialogue

The researcher gave learning materials to the students

POST-TEST

Researcher gave post-test to the students

The students answered the post-test

The situation in the class while post-test

The situation in the class while post-test

PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Alamat : Jl. K.H.M. Hasyim No 5 Kota Palopo - Sulawesi Selatan Telpon : (0471) 326048

IZIN PENELITIAN
NOMOR : 574/IP/DPMPTSP/V/2023

DASAR HUKUM :

1. Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi;
2. Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja
3. Peraturan Mendagri Nomor 3 Tahun 28 tentang Penerbitan Surat Keterangan Penelitian.
4. Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
5. Peraturan Walikota Palopo Nomor 34 Tahun 2019 tentang Pendelegasian Kewewenang Penyelenggaraan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Kota Palopo dan Kewenangan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Yang Diberikan Pelimpahan Wewenang Walikota Palopo Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama	: RESKI NUR HIDAYAH
Jenis Kelamin	: Perempuan
Alamat	: Jl. Manunggal Kota Palopo
Pekerjaan	: Mahasiswa
NIM	: 19 0202 0068

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

THE EFFECTIVENESS OF ROLE PLAY TECHNIQUE TO IMPROVE STUDENTS` SPEAKING SKILLS AT SMKN 2 PALOPO

Lokasi Penelitian	: SMK NEGERI 2 PALOPO
Lamanya Penelitian	: 16 Mei 2023 s.d. 16 Juli 2023

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada **Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.**
2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) examplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
Pada tanggal : 17 Mei 2023
a.n. Kepala Dinas Penanaman Modal dan PTSP
Kepala Bidang Pengkajian dan Pemrosesan Perizinan PTSP

ERICK. K. SIGA, S.Sos
Pangkat : Penata Tk.I
NIP : 19830414 200701 1 005

Tembusan :

1. Kepala Badan Kesbang Prov. Sul-Sel;
2. Walikota Palopo
3. Dandim 1403 SWG
4. Kapolres Palopo;
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo
6. Kepala Badan Kesbang Kota Palopo
7. Instasi terkait tempat dilaksanakan penelitian

SURAT KETERANGAN TELAH PENELITIAN
Nomor :421.5/118-UPTSMKN2/PLP/DISDIK

Yang bertanda tangan dibawah ini kepala UPT SMK Negeri 2 Palopo menerangakan bahwa :

Nama   : **HAKIM,S.Pd.,M.Pd**

NIP   : 19731015 200012 1 001

Pangkat / Gol   : Pembina Utama Muda IV/c

Jabatan   : Kepala UPT SMK Negeri 2 Palopo

Unit kerja   : SMK Negeri 2 Palopo

Menyatakan bahwa :

Nama   : **RESKI NUR HIDAYAH**

NIM   : 19 0202 0068

Jenis Kelamin   : Perempuan

Pekerjaan   : Mahasiswi

Alamat   : Jl. Manunggal Kota Palopo

Bahwa yang bersangkutan diatas benar telah melaksanakan penelitian pada SMK Negeri 2 Palopo pada tanggal 16 Mei sampai 12 Juni 2023 dengan judul : **"THE EFFECTIVENESS OF ROLE PLAY TECHNIQUE TO IMPROVE STUDENT'S SPEAKING SKILLS AT SMKN 2 PALOPO"**.

Demikian surat keterangan ini kami buat, untuk dipergunakan sebagaimana mestinya.

Palopo, 12 Juni 2023
Kepala UPT SMKN 2 Palopo

Hakim,S.Pd.,M.Pd
NIP : 197310152000121001