THE USE OF ROLE PLAY WITH HORTATORY EXPOSITION IN TEACHING SPEAKING SKILLS OF ELEVENTH GRADE AT SMAN 10 LUWU

A Thesis

Submitted as Partial Fulfillment for the Attainment of S.Pd Degree in English Language Education Study Program of Education and Teacher Training Faculty at the State Islamic Institute of Palopo

IAIN PALOPO

Written By:

WILDA KUMALA DEWI

1902020023

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
EDUCATION AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
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Written By:

WILDA KUMALA DEWI

REG. NUM : 1902020023

Supervised By:

1. **Dr. H. Rustan Santaria, M.Hum**
2. **Rusdiansyah, S.Pd., M.Hum**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
EDUCATION AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2023**

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Who undersigned below:

Name   : Wilda Kumala Dewi

Reg.Num   : 1902020023

Faculty   : Tarbiyah and Teacher Training

Study Program: English Education

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In the end, this statement is made truthfully and to be used in accordance with its purpose.

Palopo, 25th September 2023

The Researcher

Wilda Kumala Dewi
1902020023

THESIS APPROVAL

This thesis entitled The Use of Role Play with Hortatory Exposition in Teaching Speaking Skills of Eleventh Grade at SMAN 10 Luwu, which is written by Wilda Kumala Dewi, Registration Number 1902020023, the student of English Language Education Study Program of Education and Teacher Training Faculty at State Islamic Institute of Palopo has been examined in Thesis Examination/*Munaqasyah* which was carried out on Wednesday, 06th September 2023/Shafar 21st 1445 H. It has been approved by the examiners as requirement to pursue the title of *Sarjana Pendidikan* (S.Pd).

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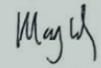
Approved by:

On behalf of Rector of IAIN Palopo
The Dean of Education and Teacher
Training Faculty

The Head of English Language
Education Study Program

Prof. Dr. H. Sukirman, S.S., M.Pd.
NIP 19670516 200003 1 002

Husnaini, S.Pd.I., M.Pd.
NIP 19840802 200902 2 007

iv

NOTA DINAS PEMBIMBING

Palopo, September 25th 2023

Lampiran : -

Hal : Skripsi

Yth. Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palopo

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Fakultas : Tarbiyah dan Ilmu Keguruan

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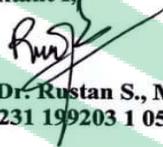
Prof. Dr. Rustan S., M.Hum
19651231 199203 1 054

Consultant II,

Rusdiansyah, S.Pd., M.Hum
19890518 201903 1 002

CONSULTANT APROVAL

Thesis Entitled : **The Use of Role Play with Hortatory Exposition in Teaching Speaking Skills of Eleventh Grade at SMAN 10 Luwu.**

Written By   :

Name   : Wilda Kumala Dewi

Reg. Numb   : 1902020023

Faculty   : Tarbiyah and Teacher Training

Study Program   : English Education

It has been corrected and approved to be examined.

Palopo, September 25th 2023

Approved

Consultant I,   Consultant II,

Prof. Dr. Rustan S., M.Hum.   Rusdiansyah, S.Pd., M.Hum.
19651231 199203 1 054   19890518 201903 1 002

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There are some problems that the researcher encountered from the beginning to the end or writing this thesis. This thesis could not be perfectly finished without supporting and encouragement of people who gave valuable assistance. Therefore the researcher would like to express her deepest gratitude to them:

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The Researcher

Wilda Kumala Dewi

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ABSTRACT

Wilda Kumala Dewi, 2023. *"The Use of Role Play with Hortatory Exposition in Teaching Speaking Skills of Eleventh Grade at SMAN 10 Luwu".* A thesis of English Language Education Study Program of Education and Teacher Training Faculty at State Islamic of Palopo. They were supervised by: first Consultant Dr. H. Rustan S and the second Consultant Rusdiansyah.

This research attempted to determine the use of role play in teaching speaking skills in SMAN 10 Luwu. The problem statement of this research is; "Is the use of Role-Play effective to improve students speaking skills of eleventh grade at SMAN 10 Luwu?" Based on the description above, the research objectives were to find out whether or not to use of role play effective in teaching speaking to improve students speaking skills of eleventh grade at SMAN 10 Luwu. This study applied pre-experimental method. The researcher gets the score of three aspects in speaking skills; accuracy, fluency, and comprehensibility by using a test namely pre-test and post-test. The population of this research was the eleventh grade students at SMAN 10 Luwu. There were 25 students as the sample, which is by purposive sampling. This research showed that the mean score of students speaking tests in post-test was 9,36 which is higher than pre-test 4,64. Then the value of $t_c(t_{count})= 15.875$ was higher than $t_t(t_{table})= 2.064$. It means, alternative hypothesis (H1) is accepted and (H0) rejected. It concludes that using role play in teaching speaking effective to improve students speaking skills in the eleventh grade of SMAN 10 Luwu.

Keywords: Role-Play, Speaking Skills, Teaching Speaking

CHAPTER I

INTRODUCTION

A. Background

English is as a compulsory subject for students in Indonesia. Students might utilize it look for employment or communicate and apply for jobs. English speaking is very important to participate in the wider world of work. Additionally, English is crucial for career development, therefore students need to understand and use English. There are four basic skills in learning English: speaking, reading, and writing. Speaking skills are essential for students because they enable them to engage communicate and interact with other people. In addition, relate to speaking ability, Tarigan states that speaking ability is a skill to communicate a speech articulation or to speak a talk for expressing a message and an idea.[1]

Speaking is producing verbal words to communicate ideas to an audience. To improve students' speaking skills, it is necessary to teach speaking techniques that can help students achieve the goals of learning English. Budiyanto et al state that students' occasionally struggle with speaking English. However, they should put much effort into practicing because students will have a bright future if they can

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[1] Henry Guntur Tarigan., *Berbicara Sebagai Suatu Keterampilan Berbicara* (Bandung: Angkasa, 1981).

speak English fluently.[2] The problem frequently found was that their native language because of their original tongue. Communication is carried out by speaking. Speaking can construct the meaning to do communication each other. We can get the information to the listener, receive the information from the speaker, and process the information to make a speaking activity. It proves that speaking important for students in learning English.

Many factors caused the problem of speaking skills such as the material, interest, and the media among others including the techniques in teaching English. In teaching speaking skills, the teacher must use appropriate teaching techniques to make students interested. There are several methods for teaching English, especially speaking skills. Role-playing is one these techniques that teachers may employ to help their students oral communication. In her research, Mulyana Almira claims that role play method might be an enjoyable way to teach students how to talk. They conclude that role play has a good effect on their ability to talk, as seen by their enhanced confidence, expanded vocabulary, and improved pronunciation.[3]

Based on observation the researcher made in eleventh grade at SMAN 10 Luwu , class IX IPA 3 students have poor speaking abilities and a limited vocabulary.

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[2] Sapta Mei Budiyanto et al., "Developing a Model of Teaching Speaking through Discussion and Presentation for Accounting Education Students of UMS and IAIN Surakarta in 2014/2015," *Theory and Practice in Language Studies* 8 (2018): 74–82, doi:DOI: http://dx.doi.org/10.17507/tpls.0801.10.

[3] Almira Mulyana, "Students' Perspective of Using Role Play To Develop Speaking Skill," *Journal of English Teaching, Applied Linguistics and Literatures (JETALL)* 3, no. 1 (2020).

They occasionally took so much time thinking what they are going to say and others remained silent. English is challenging, according to students. Some of them can't speak English well because the teaching methods provided by the teacher are not creative or monotonous. Based on an interview with English teachers, the teacher had yet to found a suitable method to increase student interest in learning English. In this school, the teacher taught the students monotonously. Teacher asked students to perform dialogue in front of the class without asking them to develop a more communicative by using their own way.[4] Many techniques, including role play can be applied because it encourages students participate more active in the learning process.

Students pretend to act out a specified role in the role-playing learning approach. According to Diane Larsen, role play is crucial in a communicative approach because it allows students to practice how to communicative in different social contexts and social roles.[5] Role play has many advantages for students in the learning process. Students can be more active and have challenges to communicate in their daily lives. According to Harmer, role play is a technique to encourage students' proficiency in speaking and practice, giving them chances to express their emotions in speaking.[6]

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[4] English Teacher, " *Interview*"at SMA Negeri 10 Luwu . 23rd October 2021.

[5] Freeman-Larsen Diane and Ballman T.L, "Techniques and Principles in Language Teaching," *The Modern Language Journal* 2 (1988): 216, doi:10.23007.

[6] Jeremy Harmer, *The Practice of English Language Teaching.*, third (Edinburgh: Longman, 2001).

Hadi claimed in his thesis that using role play to teach and learn English effectively increased the students speaking ability.[7] Role play might be give students the skill to handle problematic social, interactions, such as how to speak easily. It is conclude that role play is effective method to apply for students' activity. According to Anwar, role play games stimulates real-life and practical setting. For example, if a student acts as a presenter, bring a script to read as a presenter. Therefore, role play should be used to enhance students speaking skill.[8]

Based on some findings above, the researcher focused on teaching and learning speaking through role play. After employing this technique, students may speak English fluently. From this case, the researcher is interested in conducting research entitled "The Use of Role-Play with Hortatory Exposition in Teaching Speaking Skills of Eleventh Grade at SMAN 10 Luwu".

B. Problem Statement

The research problem formulated: Is role-play effectively improving the eleventh grade student speaking skills at SMAN 10 Luwu?

C. The Objective of Research

Based on the problem statement above, this research aims to determine whether or not role-play is effective improving students speaking skills of eleventh-grade at SMAN 10 Luwu.

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[7] Laksono Kunto Hadi, "Using the Role-Play Technique To Improve the Speaking Skills of Grade Xi Students of Sman 1 Panggang in the Academic Year of 2014/2015" (UNY, 2015).

[8] Choiril Anwar, "Role-Play And Show -And-Tell In Grade 5 Student's Speaking Learning," *Journal of English Education,Literature, and Culture* I, no. 1 (2016): 83.

D. Significance of Research

The following parties anticipate gaining anything from this research:

1. Theoretically

The result of this research expected to know how the method or strategy role-play to improve students speaking skills.

2. Practically

a. Teacher: Teacher can use the research as guidance or source information to apply Role Play in teaching speaking activities to enhance students speaking ability. The teachers can describe concepts in the form of fun practices and examples.

b. Students: For students, after being taught to speak English using role-play, they have motivation and confidence in speaking activities. Role play can also foster a sense of togetherness. Role Play is a technique for speak English fluently and appropriately. They can express their ideas or opinion in speaking.

E. Scope of The Research

The research is limited to using role-play unscripted in teaching speaking skills. The students who participated in the research were in the eleventh grade at SMAN 10 Luwu class XI IPA 3. The material taught is about hortatory exposition.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the review related theories and literature from previous studies. It details definition of speaking, the components of speaking, function of speaking, teaching speaking, and definition of role play.

A. Previous Related Research

Researcher who are pertinent to this study include:

Doni Sudibyo in his study entitled "Improving Students' Speaking Ability by Using Role Play" state that role play is a tool of dramatic explorations, which engages participants within an aesthetic, there-dimensional problem- solving process to examine, explore, and reflect upon issue of personal and collective importance. This research used quasi-experimental method. The data analysis revealed that improvements of the students' speaking ability through role play.[9] The difference between this research and the research conducted by the researcher is in the material taught and also the stages in teaching speaking. While this research employs daily conversation as the teaching material, Doni Sudibyo's research focuses on vocabulary to improve students' speaking abilities.

Ali Akbar Rafsanjani's in his research tittled "Effectiveness of Role-Play and Information- Gap in- Teaching Speaking Skill for High-Low Self Confident

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[9] Muhlasin Muhlasin, Doni Sudibyo, and Ari Wibowo, "Improving Students' Speaking Ability by Using Role Play," *INTERACTION: Jurnal Pendidikan Bahasa* 6, no. 1 (2019): 1–8, doi:10.36232/jurnalpendidikanbahasa.v6i1.296.

Students". His study aims to explain how significant the students' achievement taught by using role play and information gap technique conducted with high and low self-confident of students in e-teaching speaking context. This research design using quasi-experimental. The result of this research was no significant difference on the students' achievement taught by role play and information gap for students with high and low self-confidence. This study is expected to give a contribution to the research such as giving appropriate techniques to teach speaking in e-learning.[10] The difference of the research above has been done through online learning, while this research carried out in a classroom.

Juvrianto CJ conducted his research entitled "Improving The Students Speaking Ability Through Role Play Method" this research highlights the speaking ability of the students of SMA Negeri 3 Parepare. The data were collected by applying quasi-experimental method in which two groups were involved in pre-test and post-test. The outcome shows that the students' speaking skill improved significantly. It shows that H1 was accepted and H0 rejected and the students who were taught role play method performed better than the students who were taught by a conventional method.[11] The differences between his research and this research include the material used. In his research Juvrianto was done by giving materials to students are familiar for them, such as Maling Kundang story, Sangkuriang story,

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[10] Ali Akbar Rafsanjani, Suwandi Suwandi, and Dwi Anggani Linggar Bharati, "The Effectiveness of Role-Play and Information-Gap in - Teaching Speaking Skill for High-Low Self-Confident Students," *English Education Journal* 4 (December 2020), doi:10.15294.

[11] Juvrianto CJ, "Improving the Students Speaking Ability Through Role Play Method," *IJET (Indonesian Journal of English Teaching)* 2018, doi:10.15642/ijet2.2018.7.1.87-97.

Timun Mas story, and so on. But in this research, the materials carried out is about material related to work and daily conversations.

Sartika Hijriati in her research entitled "Improving Students Speaking Skill Through Role-Play In Unversitas Mataram" state that speaking skills should master by students in learning English. The result showed that there was a significant improvement of students speaking skill after using role play technique in the teaching-learning process. The students can speak in English fluently and confidently. The findings show that role-play is work well and can be applied to improve students speaking skill.[12] The distinction between her research and this study that was used. Sartika's research used material such as Bussines Trip, Bussines Meeting, and A Telephone Cell, while in this research the materials are about hortatory exposition. The researcher applied the role-play technique as students worked in groups, practicing and performing of role-play.

Masda's in her thesis "Using Role Play Technique to Develop Students' Speaking Skill at second year of MTsN Parepare" there are various methods teachers may employ to help students' improve their speaking abilities. However, there are also obstacles these method must overcome. The purpose of this study was to compare students' speaking abilities before and after learning through role-playing. This study was pre-experimental design. The result of this research indicated that there is a significant difference between the students' speaking skill before and after

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[12] Sartika Hijriati, "Improving Students Speaking Skill Through Role-Play In Universitas Teknologi Mataram," *Jurnal Pendidikan Dan Dakwah* 2 (2022).

using role play technique by seeing the difference between pre-test and post-test result.[13] The difference between previous research and this research is that previous research taught English using dialogue and pictures. For example, dialogue conversation in hospital, introducing dialogue, and dialogue in the restaurant. While conducting this research, students making a sales presentation, and make dialogues about cultural stories and practice in front of the class.

Based on those previous studies above, the researcher has several differences from research before. The use of the method is obvious that several of the studies above used quasi-experimental where this method compared or used two groups to find difference, to determine whether or not role-play improved students' speaking skills. However, in this study the researcher used the experimental. This research is classified as pre-experimental design. This research used one group with a pre-test and post-test. The material taught is also different from the research before. In this research the researcher carry out this material about hortatory exposition which is related to the phenomena that occur.

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[13] Masda, "Using Role Play Technique To Develop Students Speaking Skill At The Second Year Of MTsN Parepare," *Central Library Sof State of Islamic Institute Parepare* (IAIN Parepare, 2018).

B. Literature Review

1. Speaking

a. Definition of Speaking

According to Brown, state that speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-taker's listening skill, which necessarily compromises the reliability and validity of an oral production test.[14] Related to Tarigan stated the essence of speaking is to communicative. So we have to convey thoughts and feelings effectively and the speaker has to understand the meaning that we want to communicative so that others will understand what we mean, they talk about.[15] Speaking is a productive oral skill. It consists of producing systematic verbal utterances to convey meaning. Although speaking is natural, speaking in a language other than our own is anything but simple.

Related to Nunan, said that speaking is defined as action as the ability to express oneself in a condition, or the act to report performance, or condition in a certain statement, or the ability to speak or communicate a set of ideas confidently.[16] Similar to Scott Thornbury in his book How to Teach Speaking, suggests that the teaching of speaking depends on having a classroom culture of speaking and that

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[14] H. Douglas Brown, *Language Assesment: Principles and Classroom Practices*, vol. 4 (Pearson Education, 2004).

[15] Guntur Henry Tarigan, *Berbicara Sebagai Suatu Keterampilan Berbahasa* (Bandung;Angkasa, 2015).

[16] David Nunan, "Practical English Language Teaching," *Monterey Institute of International Studies*, 2003.

classroom need to become talking classroom. In other words, students will be much more confident speakers if this kind of speaking activation is a regular feature of the lesson.[17]

Speaking is one of the four language basic skills that occur in every situation. Learners of a language should develop effective communication skill in daily situations as well as in conflict situations. Sunardi et al states that provides a good suggestion for the English language learner to develop the communicative competence, it is important to develop effective communication skills to carry out positive interactions in every day social situations as well as conflict.[18] In addition, speaking also plays an important role in life because all activities of life are done with communication. Through communication, people can create a relationship, inform, share, and find information. In this case, speaking is the skill needed by students to their ideas for easy communication.

The researcher concludes that speaking is a human ability to convey meaningfully to the listener in a good way in some context, and listeners understand the information. Speaking skills are crucial for learning English. Because it can help in communicating with other people or native speakers. Students who are proficient in speaking skill can be the key to success in finding a job in the future.

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[17] Scott Thornbury, *How To Teach Speaking.*, 1st ed. (Pearson Education ESL, 2005).
[18] Eni Rosnija, Zainal Arifin, and Sunardi, "Teaching Speaking Ability through Role Play," *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa* 2 (2013): 2.

b. **Components Speaking**

According to Vanderkevent, speaking consists of three parts;[19]

1) The speakers: Speakers are people who produce the sound. They are useful tools to express opinions or feelings to the hearer. So if there are no speakers, the opinion or feelings or the feeling won't be stated.

2) The listeners: Listeners are people who receive or get the speaker's opinion or feeling. If there are no listeners, speakers will express their opinion by writing.

3) The utterance: The utterances are words or sentence, which are produce by the speakers to state the opinion. If there is no utterance, both of the speakers and listeners will use sign.

Speaking skill is challenging to evaluate because is a complex skill to acquire. Therefore, to be able to speak English well in target language students must consider the language components in speaking as well. According to Novita Swary, there are four components in speaking namely pronunciation, grammar, vocabulary and fluency.[20]

1) Pronunciation is the basic component in teaching and learning a spoken language, because by using it the students know the differences between written and spoken language. Pronunciation is also avoiding the students' errors in producing sound.

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[19] Vanderkevent, *Teaching Speaking and Components of Speaking* (New York Cambridge University Press, 1990).

[20] Novita Devi Swary, "A Study Of Students's Problem In Learning Speaking English At The Second Grade Of SMP Negeri 1 Talaga" (IAIN SYEKH NURJATI, 2014).

2) Grammar is often referred to as functional which means that the learners make statements about the semantics and communication significance of the particular points of grammar, how language used, the conveying of meaning or the maintenance of personal relations, or the organization of discoursed. It can influence the successful human speech in communication.

3) Vocabulary is one of the most important aspects of foreign language. In some cases, the students may not be confident to speak English because they are poor in vocabulary. It is because the students seldom hear English except in their books and the teacher.

4) Fluency: Accurate and fluent speakers of English tend to be bare. Speaking clearly and confidently without fear of making errors is a trait of fluent speakers. Accurate speakers do not make language errors in grammar, vocabulary, and pronunciation. By letting students concentrate on phonology, grammar, and discourse as the first objective in language training, accuracy is somewhat attained.

These components really need to be known to measure students' abilities especially speaking skill. In teaching speaking, the teacher must also master in these four components to that students can be motivate to learn English.

In this study, researcher focused on three aspects of teaching speaking skills. These aspects are as follows: accuracy, fluency, and comprehensibility. According to

Heaton there are three elements for analyzing or measuring the speaking ability of students, as details:[21]

1) Accuracy; Consists of three components, those are vocabulary, grammar, and pronunciation. Accuracy is the extent to which students' speech matches what people actually say when using the target language.

2) Fluency; Can be defined as the ability to speak fluent. Fluency is an ability to communicate without hesitating or pausing so much so that the listener can clearly understand what we trying to say. Therefore fluency is the extent to which speakers use the language quickly and confidently

3) Comprehensibility; means that the student must be able to understand the gist of what is being said presented.

c. The Functions of Speaking

According to Richards, explain that the functions of speaking are divided into three categories including talk as interaction, talk as transaction and talk as performance. Below are; the explanation of each function of speaking;[22]

1) Talk as interaction

The main function of this type is to focus social interaction in communication. This is about how people deliver the massages to the others and therefore, they must use their speaking skills to communicate.

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[21] JB. Heaton, *Writing English Language*, new editio (New York: Longman Inc., 1998).

[22] Jack C Richards, "Teaching Listening and Speaking: From Theory to Practice (RELC Portfolio Series)," *Singapore: Regional Language Center*, 2009.

2) Talk as transaction

In this type, the focus is to convey the information to make people understand what we want to say clearly and accurately. For example, students may be involved in some activities in language lesson to explore concepts associated with tenses and reduction. Furthermore, talk as transaction has several main features as follow:

a) Focus to the main information

b) Only focus to the messages and not the participants

c) Use the frequent question, repetitions, and comprehension checks

d) Use the negotiation and digression

e) Linguistic accuracy is not always important.

3) Talk as performance

In this case, speaking activities are more focused on monolog rather than dialog. The function of speaking as performance occurs at speeches, public talks, public announcement, and storytelling. For example, giving a class report about student experience, conducting class debates, and making a sales presentation. The main features of talks as performance are:

a) Focus to the messages and the participant

b) It reflects organization

c) It is often monologue

d) Language is more like written language

e) Form and accuracy is always important

In conclusion, Richards divides speaking into three categories: "talk as transaction, talk as interaction and talk as performance." These are the kinds of functions of speaking that teachers utilize in teaching activities. People often employ it in daily life according to their different functions.

2. Teaching of Speaking

In teaching speaking appropriate teaching speaking methods and techniques must be applied. Siti Mualiyah, in her thesis defines teaching speaking as a process where a teacher helps the students to provide and to and to facilitate them to obtain the learning goal which is the needs to improve their performance in speaking skills. The teacher might encourage the students' desire in learning speaking skills during the teaching and learning process to help them obtain their goals.[23]

According to Anne, there is a concept that teachers can draw on to guide their students in teaching speaking:[24]

a) Use a wide range of speech enabling skills

b) Develop fluency in expression of meaning

c) Use grammar flexible to produce a wide range of utterance that can express meaning precisely.

d) Use appropriate vocabulary and accurate language forms relevant to their speaking needs

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[23] Siti Mualiyah, "Teaching Speaking(An Study at Speaking Class of Training at Basic English Course in Kampung Inggris Pare)" (UIN Syarif Hidayatullah Jakarta, 2017).

[24] Anne Burns, "Concepts for Teaching Speaking in the English Language Classroom1," *LEARN Journal: Language Education and Acquisition Research Network* 12, no. 1 (2019): 1–11.

e) Understand and use social and linguistics conventions of speech for various contexts

f) Employ appropriate oral communication and discourse strategies

g) Increase awareness of genre and genre structures

h) Increase metacognitive awareness about L2 speaking

i) Manage and self-regulate their own speaking development

So the teaching speaking should foreground respective roles played by the teachers, the learner, and the materials. While the technique is one of the various activities, exercises or tasks use in the classroom to achieve and learning objectives. It can be make students more interested in learning. This is achieved through the use of accurate language and discourse routines, appropriate speech-enabling skills, and effective communication strategies.

3. Definition Role Play

According by Harmer, who claims that role play can be used to encourage general oral fluency or to train students for specific situations, especially where they are studying for specific purpose.[25] Indeed, it is one of the strategies to teach speaking skills to the students that lead them to practice directly. Role play is established as a teaching technique for organizing controlled, pre-communicative language practice. Role play can help the students to achieve the fluency.

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[25] Jeremy Harmer, *How To Teach English-Jeremy Harmer.Pdf* (Cambridge: Pearson Education Limited, 1998).

Role playing is very important in teaching speaking because it allows students to practice communication in different social contexts and different social roles. Additionally, it also allows students to be creative and put themselves in someone else's place for a while. To fulfill their role responsibilities, students must relate to others in the simulation, utilizing effective social skills. Role play can improve learners' speaking skills in any situation and helps learners to interact.

On the other hand, role-play may be a quite simple and brief technique to organize. It is also flexible, leaving much more score scope for the exercise of individual variation, initiative and imagination. Role play also includes in simulation as well. One of them is using the role-play technique in learning. As reported by Akmal in his study, many researches' findings state that Role Play techniques is effective in teaching speaking.[26] Similar to Asriyani et al, which note that role-play technique help students with different personality and liberates the students with any difficulty in conversation.[27] In addition, because the goal is to prepare an optimal environment for language learning, teachers should not force students to become unwanted roles. Students' generally find activities that are interesting and challenging, and they are willing to work together.

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[26] Akmal, "The Effect of Role-Play Method in English Speaking Skill," *Journal of Science and Social Research* 1 (2018): 48–52.

[27] Retny Asriyani, Dewa Ayu Suryawati, and I Wayan Agus Anggayan, "Using Role Play Techniques in Improving English Speaking Competency on The Personality Types," *International Conferences on Cultural Studies*, 2019.

In case of role-play activities, as cited by Suhartono et al, gave comments role-play is a classroom activity that allows students to practice speaking in real situations. For example, if a topic is about hospital so the students have to act as a pharmacist, doctor, and nurses. The students setting in a group and they have to act the role-play appropriate that the teacher gives. In role-play activity, the group usually consists of two, three or four students and it may different based on the topic and characters that students will play in each role play activity.[28] All of these role-play activities have the same main objectives and class procedure. Among the most important goals is to give students practice for real life and roles that must be assume outside the classroom.

Based on the explanation above, it may conclude that role play is a learning method for students for understanding a material by giving situations or scripts or stories to students, and asking students to act them out. This can develop students' fluency in the target language, promotes students to speak with others in the classroom increase motivation. Students become the center of learning in this activity which makes the teaching learning process more enjoyable. The most effective the way to teach speaking is to ask students to practice the situation as closely as possible in real life.

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[28] Solliyah Purnamawati, Sofian, and Luwandi Suhartono, "The Use of Role Play in Teaching Speaking," *Jurnal Pendidikan Dan Pembelajaran: Khatulistiwa* 4 (2015), http://dx.doi.org/10.26418/jppk.v4i9.11241.

4. Type of Role Play Technique

In role play activities, Donn Byrne state that role-play has two types, scripted and unscripted role-play. In details, those described as follows:[29]

1) Scripted Role Play

This type involves interpreting either the textbook dialogue or reading text in the form of speech. The main function of the text after all is to convey the meaning of language items in memorably way.

2) Unscripted Role Play

In contrast to scripted role-play, the situations of unscripted role-play do not depend on textbooks. It is known as the role-play or improvisation. The students themselves have to decide what language to use and how the conversation should develop. In order to do this activity, good preparation from teachers and students is necessary.

Based on the explanation above, there are some kinds of role-play which can be used in teaching and learning process. This research used unscripted role-play materials. It means that the students express their opinion or ideas and present it in the classroom.

5. The Procedure of Teaching Speaking using Role Play

In teaching learning process using role-play, students are given motivation to be active and smart in how to express their opinion or ideas provided in material

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[29] Donn Byrne, Teaching Oral English : Handbooks For English Teacher (Longman, 1986).

Hortatory Exposition. There are some procedures of teaching speaking using role-play, as follows:[30]

1) Introducing and demonstrating the advantages of role-playing on the first day of class.

2) Developing ideas and practicing vocabulary. Don't spend a lot of time in this phase.

3) Assigning roles. In this step, students feel free to choose their roles. But make sure that there is a role for each student in the classroom.

4) Rehearsing in pairs or small groups (assign 10 minutes). The classroom will be noisy and busy.

5) Performing in the classroom (each student should have a turn)

6) Debriefing. Give students 10 minutes, immediately after enactment itself, to criticize the interactions.

7) Evaluating performance. To make sure they know will graded for the easiness of generating language.

On the other hand, in this study the procedure of teaching speaking using role-playing. The procedures are:

1) The researcher prepares a sheet of paper containing the topics that will be played by each student

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[30] Tania Gastao, "Role Play Teaching Language Realistically : Role Play Is the Thing.," *ERIC*, 1995.

2) The researcher provide examples of hortatory exposition texts

3) The researcher explain hortatory exposition text (what is hortatory exposition, generic structure, language features, and purpose)

4) The researcher divides the class into several groups, each group consists of five to six students.

5) The researcher explains and models to the students the process of role-play.

6) The researcher distributed a sheet of paper, and each student in the group had a turn to act or present in the classroom.

7) The researcher gives students 5 minutes to practice with their friends in the group, before presenting in front of other friends.

8) Students present their topic based on their role, each student gets a role.

9) The researcher gave corrections and motivation to students.

6. Advantages and Disadvantages Role-Play

According to Matmakarimova B.H in his research mentioned there are several advantages and disadvantages in applying role play in a teaching process;[31]

a. Advantages Role Play

1) Students immediately apply content in a relevant, real-world context.

2) Students take on a decision making that might let them diverge from the confines of their normal self-imposed limitations or boundaries.

3) Students see the relevance of the content handling real-world situations.

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[31] M B Habibullaevna, "Applying Role-Plays in a Teaching Process: Advantages and Disadvantages," 2019.

4) The instructor and students receive immediate feedback with regard to students understanding of content.

5) Instructors can create useful scenarios when setting the parameters of the role play real scenarios or contexts might not be readily available.

   b. Disadvantages Role Play

1) It requires expert guidance and leadership.

2) Sometimes participants may feel like threatened.

3) Strongly depends on student's imagination.

4) Participants may be too shy

5) It's a time consuming process.

7. Hortatory Exposition

1) Definition

A hortatory exposition is a type of spoken written text that is intended to explain the listeners or readers that something should or should not happen or be done. In other words, the main function of Hortatory Exposition text is to persuade the readers or listener that something should or should not be case.[32] To strengthen the explanation, the speaker or writer needs some arguments as the fundamental reasons of the given idea. Hortatory exposition text can be found in scientific books, journals, magazines, newspaper articles, academic speech or lectures, research report etc. In addition, hortatory exposition is used to give advice or such as suggestion to

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[32] Rahmad Husein and Anni Holila Pulungan, "Sumber Belajar Penunjang PLPG 2017 Hortatory Exposition," *Sumber Belajar Penunjang Plpg 2017*, 2017.

the readers to make a choice by considering the presented arguments. In the short the purpose of hortatory exposition text is to argue a case for against a particular position or point of view and it purposes a suggestion in the end of the argumentation. To make sure the persuasion stronger, the speaker or writer gives some arguments as the fundamental reasons why something is the case.

2) Generic Structure

There are three parts characteristic of hortatory exposition text, as details;

a. Thesis; it presents announcement of issue of concern.

b. Argument; it presents the reasons for concern, leading recommendation.

c. Recommendation; it present the statement of what ought or ought not the happen.

3) Language Features

a. Focus on human and non-human participants

b. The use material processes

c. Using present tense and passive voice sentences.

d. Using conjunction

e. Temporal connection; first, second, third etc.

f. Evaluative words

g. Thinking verb(think, wonder, understand, worry, believe etc.)

h. Using abstract noun(culture, policy, advantage etc.)

C. Conceptual Framework

The purpose of this research is by using experimental method to find out the effective role play in teaching speaking skills at SMA 10 Luwu for grade eleventh IPA 3. Role play can motivate students to be more courageous in speaking English. Role-play methods are considered an effective, fun and interesting way to teach how speak more actively because it can give students challenges in learning language and encourage them to speak English especially. This method can improve students' speaking skill.

A conceptual framework for teaching speaking skills has the following schema:

INPUT

Students Speaking Skills of Eleventh Grade at SMAN 10 Luwu

Class XI IPA 3

PROCCES

Role Play Method

(Unscripted Role-Play)

OUTPUT

Speaking Assessment Aspect:

1. Accuracy
2. Fluency
3. Comprehensibility

RESULT

Students Improve Speaking Skill

(Fluency and Comprehensibility)
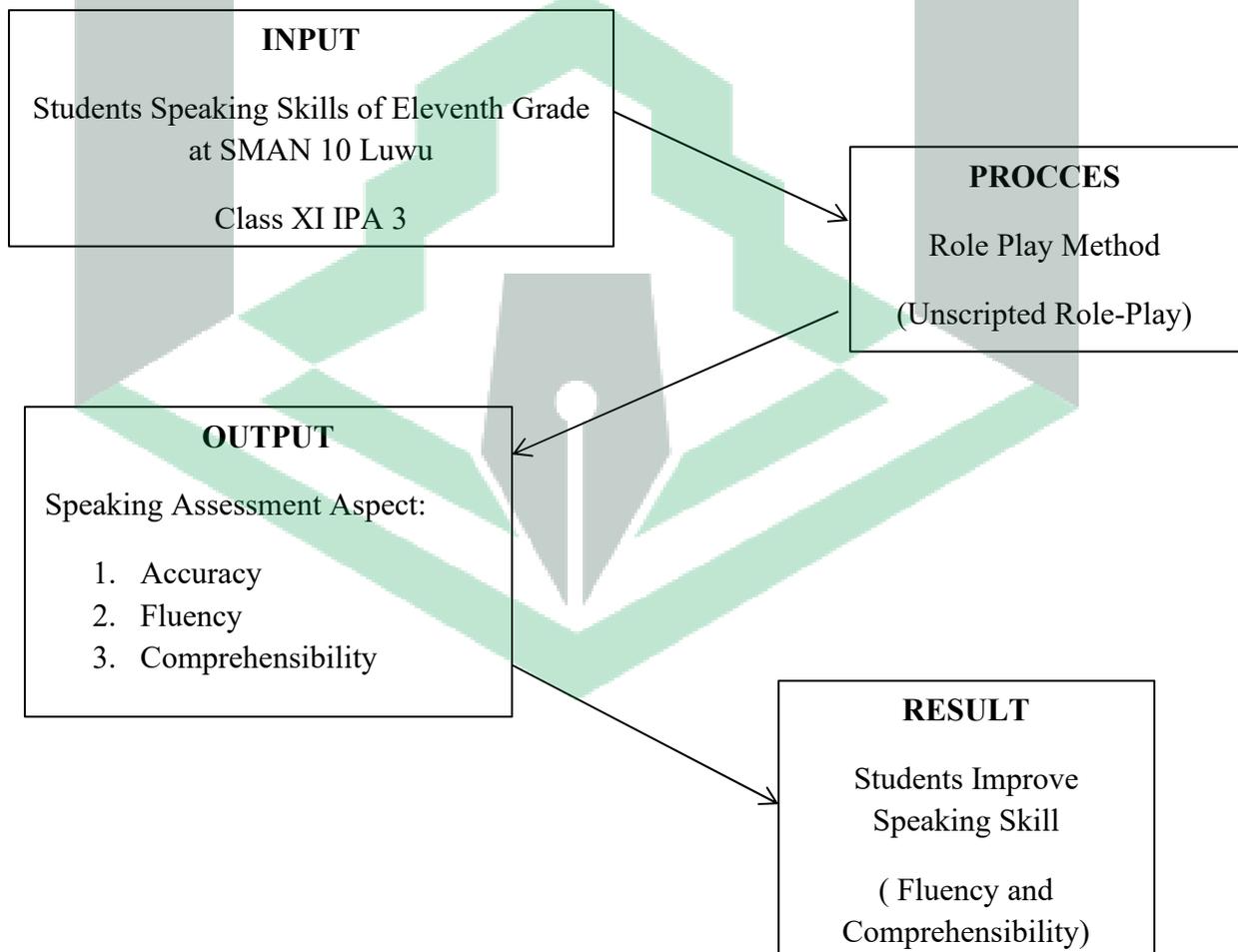
D. Hypothesis

The hypothesis is temporary answer or guesswork from the formulation of the problem. The research hypothesis is as follows;

1. (H1): role-play method is effective to improve students' speaking skills.

2. (H0): role-play method is not effective to improve students' speaking skills.

CHAPTER III

RESEACRH METHODOLOGY

This chapter presents the method used, time and place of research, population and sample, instruments of research, and procedure of collecting data consisting of pre-test, treatment, and post-test. The last is a technique of analyzing data.

A. Research Method

This study is about of the use teaching speaking through role play for the eleventh-grade students of SMA Negeri 10 Luwu. The researcher used Pre-Experimental design to conduct the research. Pre-Experimental design uses one group. According to John Creswell state that Pre-Experimental design is traditional approach to conducting quantitative research, you can test an idea, practice or procedure to determine whether it influences an outcome or dependent.[33] The design carried out to the pre-experimental through a pre-test and post-test.

Table 3.1 Research Design

Pre-test	Treatment	Post-test
X1	O	X2

X1 : Students speaking skill of experimental group in pre-test

O   : Treatment teaching speaking through role play

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[33] John W Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*, 4th ed. (Boston: Pearson Education, 2012).

X2 : Students speaking skill of experimental group in post-test.

B. Place and Time of The Research

This research was conducted at SMAN 10 Luwu, particularly for the eleventh grade. The location of this school is on the Palopo-Belopa km 10, Tanarigella' district Bua, Luwu regency. This research was held from 27th April- 27th May 2023.

C. Operational Definition of Variable

1. Role play

Role play as a teaching method originates in education' social and personal aspects. Role-playing is a learning structure that allows students to apply content as they are put in the role of a decision maker who must decide on a policy, resource allocation, or some other outcome. Can also encourage students to talk or interact with others in the classroom.

2. Speaking Ability

Students' speaking ability is the ability in expressing ideas orally. In others words, by speaking the students focus with the way to express what the students thing and feel with good pronunciation, grammar, vocabulary, fluency and comprehension.

D. Population and Sample

1. Population

The population of this research is the eleventh grade year students of SMAN 10 Luwu academic year 2023. There are six classes for eleventh grade.

2. Sample

This study was carried out at one class. Because this class has less motivated to learn English. The researcher employed the purposive samples technique. The sample in this research consists of Twenty-five students.

E. Instrument of Research

The instrument of the research below:

1. Test

The researcher used a speaking test, which consists of a pre-test and post-test. The pre-test was given before the treatments. The purpose of this test was to evaluate the students speaking skills. Then, a post-test was given to get the treatment results. Each speaking test has four questions that are directly answers of each students.

F. Procedure of Collecting Data

In collecting the data, the researcher did some procedures, such as;

1. Giving pre-test

Pre-test is done before giving any action. The researcher gave a pre-test in speaking to measure students' abilities before providing treatment. In this section, before giving the pre-test to students, the researcher introduces herself before starting the class. After that, the researcher was given a pre-test that are directly answer the four questions of each students. Pre-test was conducted in the first meeting to compare the students speaking abilities before and after treatment.

The details of this step are as follows:

a. The researcher started the class by greeting the students and asked their condition.

b. The researcher checked the attendance list and prayer.

c. The researcher instructed students to come forward one by one and answer the questions directly.

d. The researcher closes the meeting with motivation.

2. Giving Treatment

After the pre-test, the researcher provides treatment to improve the students' speaking skills using the role-play method. This treatment was completed for four meeting. These are the specifics for the step:

a. **The first meeting**

1) The researcher started the class by greeting the students and asked their conditions.

2) The researcher checked the attendance list.

3) The researcher was divided the students into six groups.

4) The researcher gave the students the paper contained about material.

5) The researcher explained the material Hortatory Exposition, the generic form, the purpose and gave an example how to practice or act.

6) Each groups presented the result analysis and correction if needed.

7) Each students practice or acting as a public speaker one by one with topic **Why People Should Exercise?** in front of the class.

8) Each Student had a turn to present their topic one by one in front of their friends

9) The researcher gave more explanation about the material hortatory exposition.

10) Before the researcher ended the class, the researcher reviewed the material and closed the meeting with prayer.

b. **The second meeting**

1) The researcher started the class by greeting the students and asked their conditions.

2) The researcher checked the attendance list and prayer.

3) The researcher was divided the students into five groups.

4) The researcher gave the students the paper contained about material.

5) The researcher gave more explanation the material Hortatory Exposition, the generic form, the purpose and gave an example how to practice or act.

6) Each groups presented the result analysis and correction if needed.

7) Each student practice or acting as seller with the topic **Product Advertising** one by one in front the class.

8) Each Student had a turn to present their topic one by one in front of their friends

9) The researcher gave more explanation about the material hortatory exposition.

10) Afterward, the researcher ended the class and reviewed the material. Lastly, the researcher end the meeting with closing statement and give the motivation.

c. **The third meeting**

1) The researcher opened the class by greeting them and asked their conditions.

2) The researcher checked attendance list.

3) The researcher was divided into five groups.

4) The researcher distribute the paper to the students, which the paper contained material.

5) The researcher gave more explanation the material Hortatory Exposition, the generic form, the purpose, and gave an example how to practice or act.

6) Each group presented result analysis and correction if needed.

7) Each student practice or acting as a seller and buyer with the topic **Buying a Smartphone With The Best Quality** in front the class.

8) Each student had a turn to present their topic one by one in front of their friends.

9) The researcher gave more explanation about the material hortatory exposition.

10) Then, the researcher ended the class and reviewed the material. Lastly, the researcher end the meeting with prayer and given the motivation.

d. **The four meeting**

1) The researcher opened the class by greeting and asked their conditions.

2) The researcher checked attendance list.

3) The researcher was divided into five groups.

4) The researcher gave the paper to the students contained the material.

5) The researcher gave more explanation the material Hortatory Exposition, the generic form, the purpose, and gave an example how to practice or act.

6) Each group presented the result analysis and correction if needed.

7) Each students practice or acting based on character with the topic **Princess Tandampalik** in front the class.

8) Each student had turn to present in their topic one by one in front of their friends.

9) The researcher gave more explanation about the material hortatory exposition.

10) Lastly, the researcher ended the class and reviewed the material. Then, the researcher closed the meeting with prayer and closing statement.

3. Post- Test

Post-test if often known as the final test. The final test is conducted to determine whether all the lesson material consider significant can be mastered as well as possible by the learners. The post-test is used to determine the result of the students' speaking skills through role-lay. After the treatment, this test was given to students' to measure their ability. The researcher asked the students about their goals in the future, daily life, and culture.

G. The Technique of Data Analysis

The researcher analyzed the data from pre-test and post-test in the following ways:

1) Scoring Classification

In analyzing the data, According to Heaton the researcher must determine the scoring classification which includes accuracy, fluency and comprehensibility.[34]

a. Accuracy

Table 3.2 Rubric of Accuracy

Classification	Score	Criteria

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[34] J.B Heaton, "Writing English Language Test. Heaton, J. B. London and New York: (Longman Handbooks for Language Teachers)" (Longman, 1990), doi:10.1016/0346-251X(90)90037-6.

Excellent	9-10	Pronunciation is only slightly influenced by the mother tongue, Two or three minor grammatical and lexical errors.
Very good	7-8	Pronunciation is slightly influenced by the mother tongue. A few utterances are correct.
Good	5-6	Pronunciation is still moderately influenced by the mother tongue. No serious phonological errors. A few grammatical and lexical but only confused.
Average	3-4	Pronunciation is influenced by the mother tongue. Only a few serious phonological, even some of which confuse..
Poor	1-2	Pronunciation seriously influenced by the mother tongue with errors causing a breakdown in communication. Many grammatical and lexical errors.

b.   Fluency

Table 3.3 Rubric of Fluency

Classification	Score	Criteria
Excellent	9-10	Speaks without too great an effort with a fairly wide range of expression. Searches for word occasionally but only one or two unnatural pauses.
Very good	7-8	Has to make an effort at times and search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.
Good	5-6	Although one has to make an effort and search words, there are not too many unnatural pauses. Fairly smooth delivery mostly.
Average	3-4	Has to make up what was already said. An effort for much of the time. Often repeat the word which has already said.
Poor	1-2	Long pauses while he searches for the desired meaning. Frequently fragmentary and halting delivery. Almost gives up making the effort at the time. Limited range of expression.

c. Comprehensibility

Table 3.4 Rubric of Comprehensibility

Classification	Score	Criteria
Excellent	9-10	The speakers' attention and general meaning are fairly clear. A few interruptions by the listener for the sake of classification are necessary.
Good	7-8	Most of what the speakers say is easy to follow. His attention is always clear but several interruptions are necessary to help him to convey a massage or to seek classification.
Average	5-6	The listener can understand a lot of what he said. But he must constantly seek classification. Cannot understand may of the speaker's more complex or longer sentences.
Poor	3-4	Only small bits (usually short sentences and phases) can be understood and them with considerable effort by someone who is listening to the speaker.
Very poor	1-2	Hardly anything of what is he can understand. Even when the listener a great effort or interrupts, the speaker is unable to clarify what the seems to have said.

2) Scoring the Students

The score has been calculated to complete score collection using following basic formula:

$$\text{Score} = \frac{\text{the gain score}}{\text{the maximum score}} X \ 100$$

3) Classifying the students' score

The students' performance might be divide into five levels; the speaking skills scoring classification

Table 3.5 Classification Score Pre-Test and Post-Test

No	Score	Classification
6	86-100	Excellent
5	71-85	Very Good
4	57-70	Good
3	41-55	Average
2	24-40	Poor
1	≤ 25	Very Poor

4) Calculating the rate percentage of the students' score

The ratio and percentage score on speaking test on both on pre-test and post-test were calculated using the SPSS 22 version.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The findings of the research showed the result of the data that have been analyzed statistically and the tabulation of data. In this section, the researcher presents the students' scores in pre-test and post-test, the classification of students' scores in pre-test and post-test, and mean score of students' pre-test and post-test.

1. The analysis of students' speaking skills scores in pre-test and post-test

a. Pre-test

The researcher showed the complete score of students in the simple past tense (students' accurate responses), mean score, standard deviation, and the rate percentage of students' score of speaking skills in the pre-test. The researcher presented the data in the tables and used SPSS 22 to determine the score. Then, the researcher showed the students' complete score of speaking skills in the pre-test. Table 4.1 displays the results of the students' pre-test scores.

Table 4.1 The Score of Students Speaking Skill in Pre-Test

| No. | Respondent | The Aspect of Speaking | | | Score of Test |
		Accuracy	Fluency	Comprehensibility	
1	R1	1	1	1	3
2	R2	1	2	1	4
3	R3	2	2	2	6
4	R4	1	2	1	4
5	R5	1	2	2	5
6	R6	1	2	1	4
7	R7	2	1	2	5
8	R8	2	1	1	4

9	R9	1	2	1	4
10	R10	2	1	2	5
11	R11	1	1	1	3
12	R12	2	1	2	5
13	R13	2	2	2	6
14	R14	2	1	1	4
15	R15	1	2	2	5
16	R16	2	2	2	6
17	R17	1	1	1	3
18	R18	2	2	2	6
19	R19	1	2	1	4
20	R20	1	2	2	5
21	R21	2	2	2	6
22	R22	1	1	1	3
23	R23	2	2	2	6
24	R24	2	1	1	4
25	R25	2	2	2	6
Total		38	40	38	116

In this part, the researcher described the average score of students' speaking skills in accuracy, fluency, and the last comprehensibility.

Table 4.2 The Rate of Percentage Score in Pre-Test

	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Valid N (listwise)	3	6	4.64	1.075

1) Accuracy

To calculate the average score of students' accuracy in the pre-test, the researcher used SPSS 22 to determine descriptive statistics and rate of percentage of accuracy. The result can be showed in the table descriptive statistics it can be seen in Table 4.3 and 4.4:

Table 4.3 Descriptive Statistics of Accuracy in Pre-Test
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Accuracy	25	2	4	3.08	.640
Valid N (listwise)	25				

Table 4.4 The Rate of Percentage Score Students' Accuracy in the Pre-Test

Classification	Score	Rating	Pre-Test Frequency	Pre-Test Percentage (%)
Excellent	86-100	6	0	0
Very Good	71-85	5	0	0
Good	56-70	4	0	0
Average	41-70	3	0	0
Poor	26-40	2	10	40%
Very Poor	≤25	1	15	60%
Total			25	100%

2) Fluency

To calculate the average score of students' fluency in the pre-test, the

researcher used SPSS 22 to determine descriptive statistics and the rate of percentage

of fluency. The result can be shown in the table descriptive statistics it can be seen in

Table 4.5 and Table 4.6:

Table 4.5 Descriptive Statistics of Fluency in Pre-Test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Fluency	25	1	2	1.60	.500
Valid N (listwise)	25				

Table 4.6 The Rate of Percentage Score of Students' Fluency in Pre-Test

Classification	Score	Rating	Pre-Test Frequency	Pre-Test Percentage (%)
Excellent	86-100	6	0	0
Very Good	71-85	5	0	0
Good	56-70	4	0	0
Average	41-70	3	0	0
Poor	26-40	2	9	36%
Very Poor	≤25	1	16	64%
Total			25	100%

3) Comprehensibility

To calculate the average score of the students' comprehensibility in pre-test, the researcher used SPSS 22 to determine descriptive statistics and the rate of percentage of comprehensibility. The results are shown in Table 4.7 and Table 4.8, which also include percentage score students.

Table 4.7 Descriptive Statistics of Comprehensibility

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Comprehensibilty	25	1	2	1.52	.510
Valid N (listwise)	25				

Table 4.8 The Rate of Percentage Score Students' Comprehensibility in Pre-Test

Classification	Score	Rating	Pre-Test Frequency	Pre-Test Percentage (%)
Excellent	86-100	6	0	0
Very Good	71-85	5	0	0
Good	56-70	4	0	0
Average	41-55	3	0	0
Poor	24-40	2	9	36%
Very Poor	≤ 25	1	16	64%
Total			25	100%

b.   Post-test

The researcher presented the complete score of students in the speaking skills (Students accurate responses), the students mean score, standard deviation, and rate percentage of their speaking abilities score on the post-test. The researcher presented the data in the tables and used SPSS 22 to determine the score. The researcher showed the students' complete score of speaking skills in the post-test. The tabulation of students score in the post-test can be seen in Table 4.9:

Table 4.9
The Score of Students Speaking Skill in Post-Test

NO.	Respondent	Three Aspect of Speaking			Score of Test
		Accuracy	Fluency	Comprehensibility	
1	R1	3	2	2	7
2	R2	2	3	3	8
3	R3	3	3	2	8
4	R4	3	3	3	9
5	R5	2	3	2	7
6	R6	3	3	3	9
7	R7	2	2	3	7
8	R8	2	3	3	8
9	R9	4	3	3	10
10	R10	3	3	4	10
11	R11	3	3	3	9
12	R12	4	3	4	11
13	R13	3	3	3	9
14	R14	3	3	4	10
15	R15	3	4	3	10
16	R16	4	3	3	10
17	R17	3	3	4	10
18	R18	4	4	4	12
19	R19	3	3	3	9
20	R20	3	4	3	10
21	R21	4	3	3	10

22	R22	3	3	3	9
23	R23	3	3	3	9
24	R24	3	4	4	11
25	R25	4	4	4	12
Total		77	78	79	234

In this part, the researcher described the average score of students' speaking

skills in accuracy, fluency, and comprehensibility.

Table 4.10
The Rate of Percentage Score of in Post-Test
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Post-Test	25	7	12	9.36	1.381
Valid N (listwise)	25				

1) Accuracy

The researcher utilized SPSS 22 to determine descriptive statistics and the rate

of percentage of correctness in order to establish the average score of students'

accuracy on the post-test. Tables 4.11 and 4.12, which display descriptive statistics,

show the results:

Table 4.11
Descriptive Statistics of Accuracy in Post-Test
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Accuracy	25	2	4	3.08	.640
Valid N (listwise)	25				

Table 4.12
The Rate of Percentage of Accuracy in Post-Test

Classification	Score	Rating	Post-Test	
			Frequency	Percentage (%)
Excellent	86-100	6	0	0
Very Good	71-85	5	0	0
Good	56-70	4	6	24%
Average	41-55	3	14	56%
Poor	24-40	2	5	20%
Very Poor	≤25	1	0	0
Total			25	100%

2) Fluency

The researcher calculated the average score of students' fluency on the post-test using SPSS 22 to descriptive statistics and the percentage rate of fluency. The outcome may be shown in tables 4.13 and 4.14:

Table 4.13
Descriptive Statistics of Fluency in Post-Test
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Fluency	25	2	4	3.12	.526
Valid N (listwise)	25				

Table 4.14
The Rate of Percentage of Fluency in Post-Test

Classification	Score	Rating	Post-Test	
			Frequency	Percentage (%)
Excellent	86-100	6	0	0
Very Good	71-85	5	0	0
Good	56-70	4	9	36%
Average	41-55	3	13	52%
Poor	24-40	2	3	12%
Very Poor	≤ 25	1	0	0
Total			25	100%

3) Comprehensibility

To calculate the average score of students' comprehensibility in the post-test,

the researcher used SPSS 22 to determine descriptive statistics and the rate of

percentage of percentage of comprehensibility. The result presented in the table

descriptive statistics it can be seen in the Tables 4.15 and 4.16:

Table 4.15
Descriptive Statistics of Comprehensibility in Post-Test
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Comprehensibilty	25	2	4	3.16	.624
Valid N (listwise)	25				

Table 4.16
The Rate of Percentage of Comprehensibility in Post-Test

Classification	Score	Rating	Post-Test Frequency	Percentage (%)
Excellent	86-100	6	0	0
Very Good	71-85	5	0	0
Good	56-70	4	7	28%
Average	41-55	3	15	60%
Poor	24-40	2	3	12%
Very Poor	$\leq$25	1	0	0
Total			25	100%

4) **The mean score and standard deviation of students' speaking skills in pre-test and post-test**

The researcher also used SPSS 22 to calculate the mean and standard deviation values after presenting the descriptive statistics table and percentage of students scores in the pre-test and post-test according to evaluation in speaking. The following result is shown in the table with paired sample statistic:

Table 4.17
The Mean Score and Standard Deviation in Pre-Test and Post-Test

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	25	3	6	4.64	1.075
Posttest	25	7	12	9.36	1.381
Valid N (listwise)	25				

Table 4.18
Rate of Paired Samples Statistics in Pre-Test and Post- Test
Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	4.64	25	1.075	.215
	Posttest	9.36	25	1.381	.276

Based on the table above, the researcher implies that there is a slight difference of students' pre-test mean score with the students' post-test mean score, with the score of pre-test is (4.64) and the post-test score is (9.36).

The result of the table above presented that the mean score of students in the post-test was higher than in the pre-test. It is conclude that role-play effective to improve in teaching speaking skills to students.

To know whether the pre-test and post-test were significantly different, and also to know the acceptability of the hypothesis of this research, the researcher used SPSS 22 to analyze the correlations. The outcome might could be presented in the table of paired sample correlations and sample tests. It is shown in the following tables:

Table 4.19
The Rate of Paired Samples Correlations
Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest & Posttest	25	.287	.164

Table 4.20
The Paired Samples Test

		Paired Differences						Sig. (2-tailed)
			Std. Error Mean	95% Confidence Interval of the Difference				
	Mean	Std. Deviation		Lower	Upper	t	df	
Pair 1 Pretest Posttest	-4.720	1.487	.297	-5.334	-4.106	-15.875	24	.000

From Table 4.20, the paired sample test, the researcher got a data that t_c (Count) = 15. 875 and df (degree of Freedom) = 24. According to Gay the value of t_t (table)= 2.064. Based on the result, t_c (count) was higher than t_t (table), $t_c > t_t$.

$$15.875 > 2.064$$

Related to the research result that (t0>tt) the count was higher than table. It was conclude that there was a significant improvement difference in teaching speaking before and after using the role-play technique. Because of that, the researcher thought that teaching speaking skills to students in SMA 10 Luwu's eleventh Grade through role-playing was successful method

B. Discussion

This study aimed to find out whether using role-play in teaching speaking skills effectively improved students' speaking skills in the eleventh grade at SMAN 10 Luwu. The researcher examined three items based on the fluency, accuracy, and comprehensibility of speaking. The researcher has 25 students as the respondent and the researcher gave four treatments for students but before doing the treatments, the researcher gave a pre-test to know speaking skills from students and after doing treatments, the researcher gave a post-test to know students speaking skills have improved or just the same before. The result data analysis showed that fluency had improved. Before giving the treatment, students faced some problems in learning speaking, some of them have a limited vocabulary, lack self-confidence, they also not try to using English in their class, and the students used mother tongue in expressing their opinions and feelings. So that is important to give attention for students to use the target language, especially English. The researcher concludes that in fact, students lacked in action.

The improvements students' speaking skills are caused applying the Role-Play technique to students' in post-test. In pre-test, the researcher asked students four questions and students speak the answer on their own. That is to know how can their express their idea and the students' speaking ability. Then, the researcher continued to give treatment to students using the role-play technique. After the researcher given

the treatment the students' become active and more enjoyable to speak in learning process. In addition, role play technique that can bring students to real communication can attract the attention of students to practice using English. The explained of data collection through speaking test was shown in the previous findings section presented that the students' after the applying of role-play technique are significant.

The mean score of the pre-test was 4.64, and the post-test score was 9.36. The research due to the treatments was conducted in four meetings. The researcher concludes that the Sig.(2-tailed)= .000, means the H_a is accepted and the H_0 is rejected. Also, the $t_0(t_{count})$= 15.875 and df (degree of freedom) = 24, while the t_t (t_{table}) = (2.064) the degree of freedom(df) = 24, with the standard of significant= 5%. It means that by using role-play in teaching speaking skills in the class, the researcher concludes, based on the data that Role-Play can improve the students speaking skills. Based on the findings, it simply concludes that using of role-play in teaching speaking can improve students' speaking ability. It can be shown by the difference in students' scores during pre-test and pot-test.

In this research role-play technique can effectively improves students speaking abilities. It is evident from the differences in values between before and after applied role-play. In this research, there are two aspect of speaking, where fluency and comprehensibility which are quite prominent after the applied of the role-play technique. In this case fluency increases because during the role-play technique

students tend to be more active in speaking so that students begin to get used to pronouncing sentences. In line with the idea that the role-play technique students learn to be more active in expressing their ideas in front of the other students'. So that the researcher may see the fluency and mastery of students pronunciations in the role-play technique.[35]

Meanwhile, in comprehensibility students and teachers as listeners easily understand what is conveyed, in this aspect increase because when implementing in this technique students practice or speak and create by their own. Through this technique, the students were given the opportunity to play role based on the topic that stimulated. It confirmed the previous researcher state that the students who have the opportunity to use English can repeat in a comfortable situation. Real situations can be created and students benefit from the practice.[36]

Other words, the role play technique could increase students' courage and confidence. In role-play, students were demanded to be courage and confidence in each the opportunity. In this technique, students were always given the opportunity to try it out based on their experience. So that, with this technique students' can express themselves more confidently. The role-play can build up self-confident by giving more opportunity to explore their thought rather than damage it. This is in line with

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[35] Sunardi, "Teaching Speaking Ability Through Role Play," *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa* 2, no. 1 (2013): 1–14.
[36] Sely Olvita Sari and Yuni Amelia, "The Effectivenes of Role Play In Improving English Speaking Skill To The Tenth Students of MANida'ul Khairat Pombewe," *Datokarama English Education Journal* 2 (2021), doi:10.24239/dee.v2i1.23.

the idea that role play method can made the students were more confident and also not afraid of making mistake when speaking and this method practiced the students to express their idea and communicate each other.[37]

Furthermore, the role play technique can effective in working group. Because working in pairs or group using role-play can provide assistance in speaking, especially for shy or apprehensive students. The students made a good contribution while in learning and teaching speaking. Making small groups is an effective thing to implementing the role-play because, students are confident demonstrate or perform in front the class. So that class conditions are more conducive, students can share ideas with theirs friends. It is evident that role play is also a technique that can make the students work in pairs or small groups, support one another and to make class more interesting and to reduce students boredom. The teacher only as a facilitator and only guided the students to develop their creativities based on the real-situation.[38]

The last, the role play technique could improve the students' motivation in learning process. By applying the role-play to communicative technique and the using of materials that suitable to students' prior knowledge. It was improvement students' motivation during teaching learning process. The treatment by using role play method was surely beneficial to improve the students' motivation in English conversation. Role play technique can stimulate students to communicative with fun activities.

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[37] Andi Kusmana, "The Influence Of Role Play And Drills In Stimulating Students Motivation For Learning English Conversation" (Universitas Islam Negeri, 2011).

[38] Cendana Kriswidyanovita, "Improving Young Learners Speaking Skill Through Role Play," *Scientiae Jurnal.Wima.Ac.Id (2022)* 50 (2022).

These activities stimulate students to speak English and make learning come alive. Role play is fun and motivating, the students get the chance to speak more and it is useful knowledge students'. The fact that by using role play technique, the participant of the students improved, most of them were active to talk and had conversation. In teaching speaking, role play technique was successful in motivation the learners to speak English. The role play technique has helped motivate the students to be more enjoyable in expressing their ideas spontaneously and naturally.[39]

Based on the fact, by using the role-play method the students can build self-confident and motivating students to speak by their own. Role play is a technique that can help timid students to overcome their shyness in speaking. Another great thing about role-play is that communication can stimulate and encourage students to speak fluently. In teaching speaking, the use of role play has helped to improve students speaking skills. Overall, by using the role-play technique, students were active to talk and converse with the teacher. There are three elements for measuring the speaking ability of students such as accuracy, fluency, and comprehensibility. More specifically, students' fluency and comprehensibility tend to be prominent after applying the role-play technique.

[39] Paidi Gusmuliana, Eka Apriani, and Syafryadin, "Improving Students Speaking Motivation by Using Role Play Technique at Institute Islamic in Indonesia," *Proceedings of the International Conference on Educational Sciences and Teacher Profession (ICETeP 2020)* 532 (2021).

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results, the researcher concludes that role-playing in teaching speaking is effective to improve students speaking skill of eleventh grade at SMAN 10 Luwu. The role play motivates students to create or speak based on their own, students' interest in learning, and improvement the students speaking skills. Using of the topic in daily life is a good idea because students are easy to understand because it is not a common thing to encounter, so when students speak it is not too difficult. The result presented that there are significant difference between the Pre-Test score and the Post-Test. In the Pre-Test, the students mean score was 4.64 and Post-Test mean score was 9.36. In conclusion, using role-playing to teach speaking skills is effective to improve students speaking skills.

B. Suggestion

Based on the result of the research, there were some suggestions as follows:

1. For the Teacher

   The teacher should be able to use various teaching strategies appropriate to the students' needs to ensure that the students do not get bored while learning English. During teaching and learning process, the teacher should try to guide students step by step to speak English in expressing their idea or in say something. The role play technique is highly advised for the teaching and learning process. Teachers can also apply role-play technique in subjects other than English.

2.   For the Students'

Suggesting for the students that is became a master of speaking they must have the confidence to convey their means. Every day in life, students should try to practice speaking English. Learning much new vocabulary allows students to improve their speaking skills. Role play can also foster a sense of student togetherness.

5)   For the Researchers

The researcher advises to the next researcher to develop the learning process utilizing role-play approach. For the next researcher can experiment this technique at a higher level. The next researcher can utilize this study as further reference for research with others skill in English such as writing, reading, and listening. The researcher should utilize the suitable material in the syllabus.
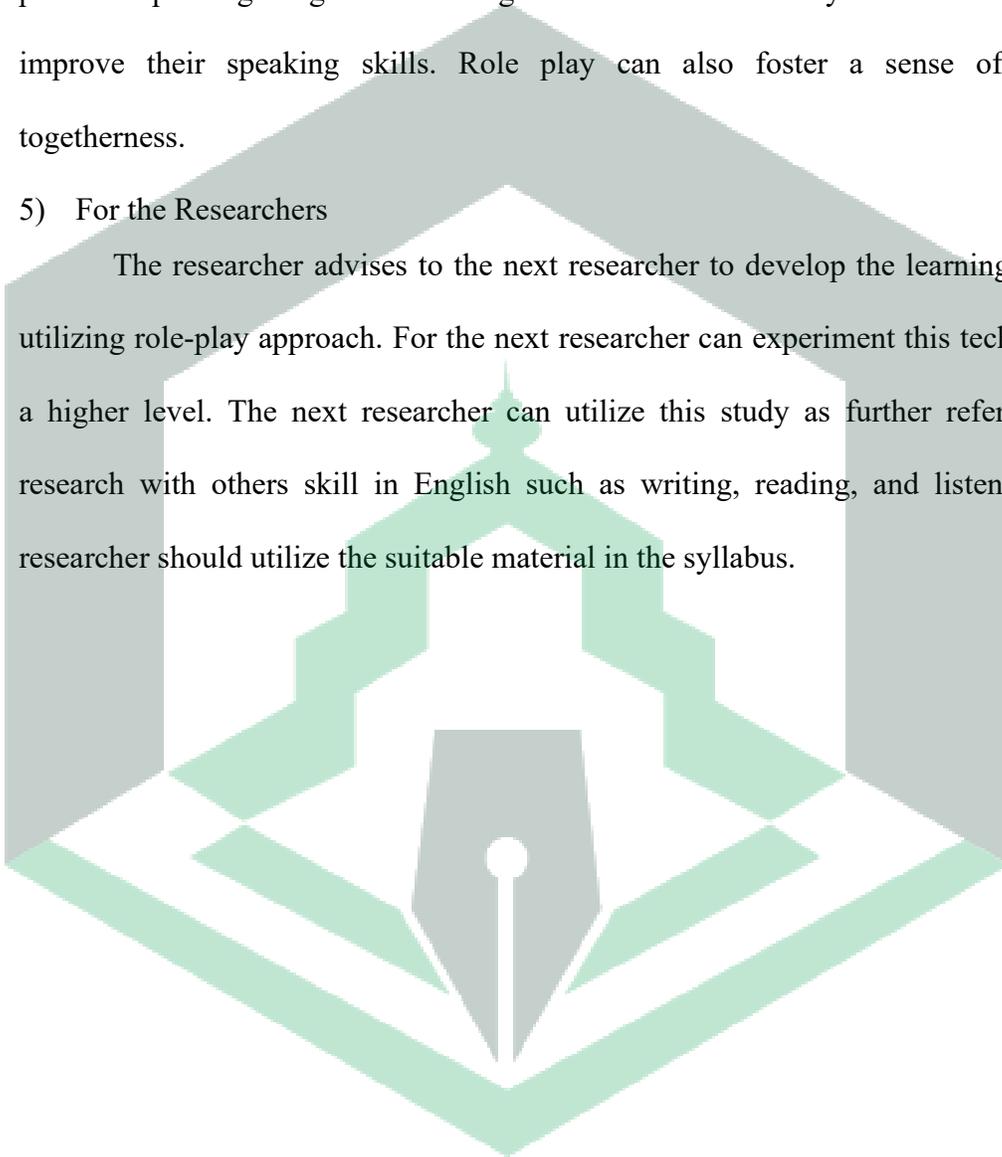
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APPENDICES

APPENDIX 1

SURAT IZIN MENELITI
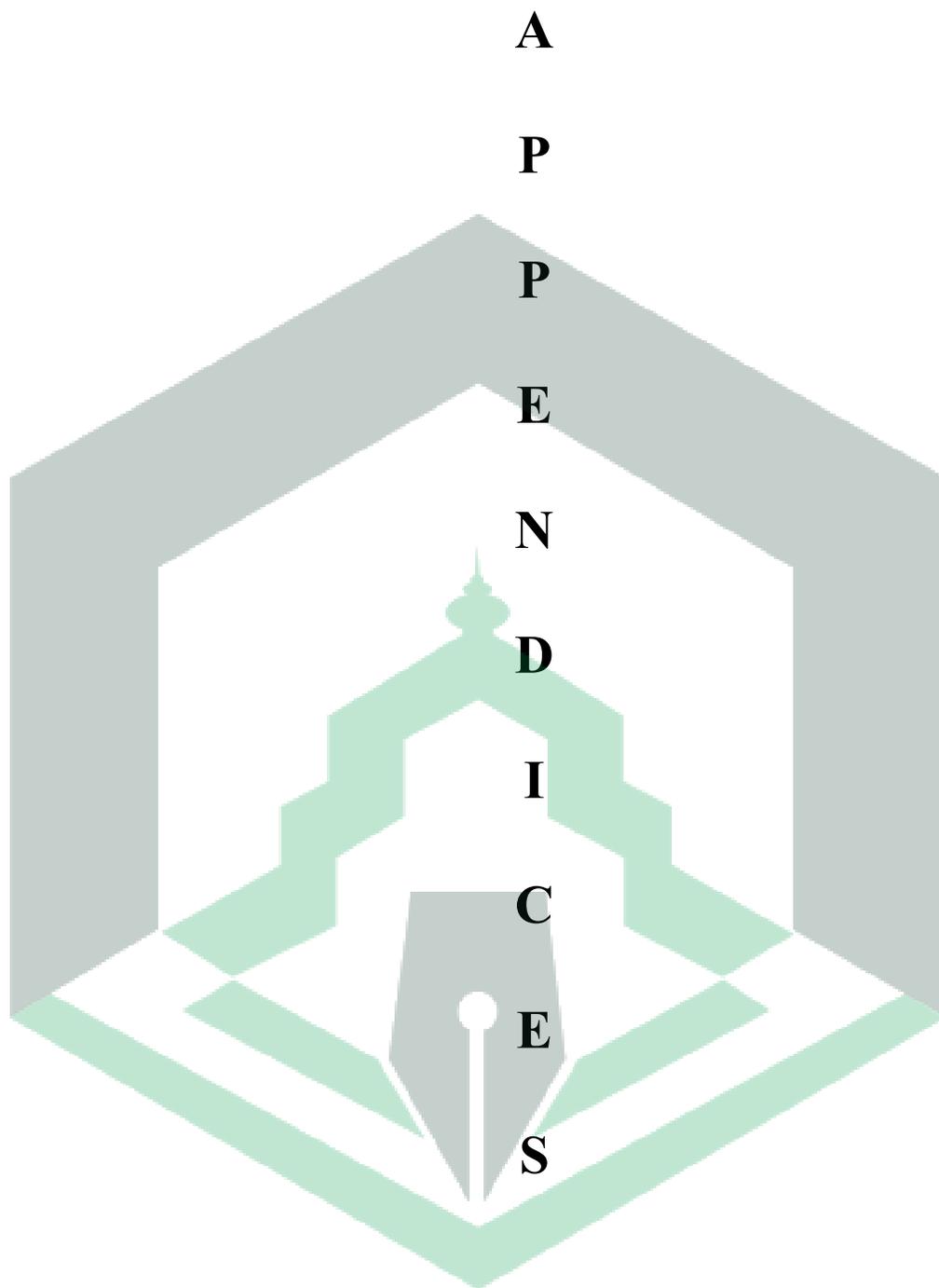
PEMERINTAH KABUPATEN LUWU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Alamat : Jl. Opu Daeng Risaju No. 1, Belopa Telpon : (0471) 3314115

Nomor : 133/PENELITIAN/13.09/DPMPTSP/III/2023
Lamp : -
Sifat : Biasa
Perihal : *Permohonan Izin Penelitian*

Kepada
Yth. Ka. SMAN 10 Luwu
di -
Tempat

Berdasarkan Surat Dekan Fakultas Tarbiyah & Ilmu Keguruan Institut Agama Islam Negeri Palopo : 0717/In.19/FTIK/HM.01/03/2023 tanggal 16 Maret 2023 tentang permohonan Izin Penelitian. Dengan ini disampaikan kepada saudara (i) bahwa yang tersebut di bawah ini :

Nama	:	Wilda Kumala Dewi
Tempat/Tgl Lahir	:	Barowa / 21 Januari 2000
Nim	:	1902020023
Jurusan	:	FTIK / Pendidikan Bahsa Inggris
Alamat	:	Jl. Datok Sulaeman
		Desa Pabbarassang
		Kecamatan Bua

Bermaksud akan mengadakan penelitian di daerah/instansi Saudara (i) dalam rangka penyusunan "Skripsi" dengan judul :

THE USE OF ROLE PLAY IN TEACHING SPEAKING SKILL OF ELEVENTH GRADE AT SMAN 10 LUWU

Yang akan dilaksanakan di **SMAN 10 LUWU**, pada tanggal **27 Maret 2023 s/d 27 Mei 2023**

Sehubungan hal tersebut di atas pada prinsipnya kami dapat menyetujui kegiatan dimaksud dengan ketentuan sbb :

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan harus melaporkan kepada Bupati Luwu Up. Dinas Penanaman Modal dan PTSP Kab. Luwu.
2. Penelitian tidak menyimpang dari izin yang diberikan.
3. Mentaati semua peraturan perundang-undangan yang berlaku.
4. Menyerahkan 1 (satu) examplar copy hasil penelitian kepada Bupati Luwu Up. Dinas Penanaman Modal dan PTSP Kab. Luwu.
5. Surat Izin akan dicabut dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin tidak mentaati ketentuan-ketentuan tersebut di atas.

Diterbitkan di Kabupaten Luwu
Pada tanggal : 27 Maret 2023
Kepala Dinas

Drs. ANDI BASO TENRIESA, MPA, M.Si
Pangkat : Pembina Utama Muda IV/c
NIP : 19661231 199203 1 091

Tembusan :
1. Bupati Luwu (sebagai Laporan) di Belopa;
2. Kepala Kesbangpol dan Linmas Kab. Luwu di Belopa;
3. Dekan Fakultas Tarbiyah & Ilmu Keguruan Institut Agama Islam Negeri Palopo;
4. Mahasiswa (i) Wilda Kumala Dewi;
5. Arsip.
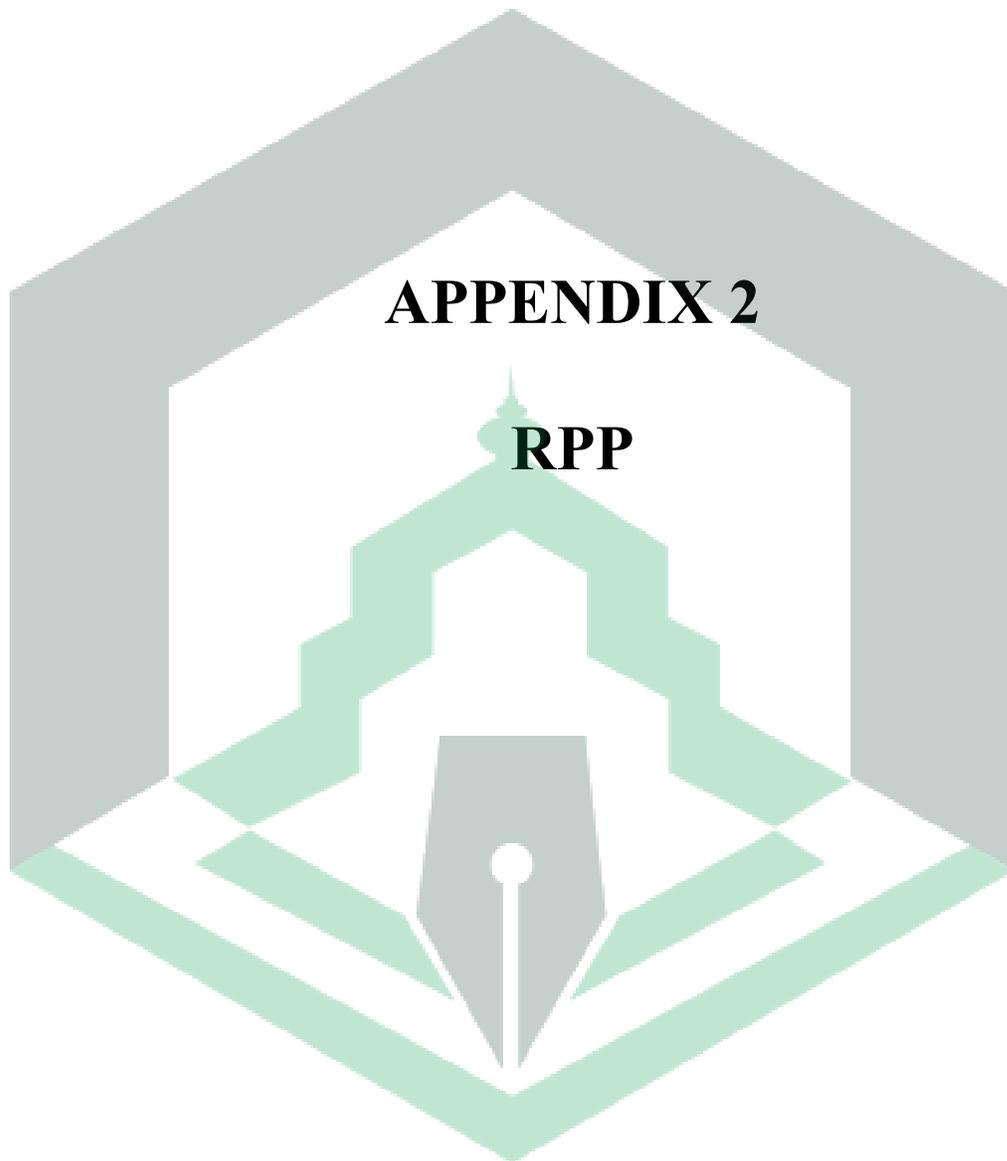
APPENDIX 2

RPP

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	**: SMAN 10 Luwu**
Mata Pelajaran	**:Bahasa Inggris**
Kelas/Semester	**: XI/ Genap**
Materi Pokok	**: Hortatory Exposition (Why People Should Exercise?)**
Alokasi Waktu	**: 60 Menit**

A. Tujuan Pembelajaran

Pada saat mengimplementasikannya siswa diharapkan memahami, mengetahui, merancang, menganalisis, berbagi, mengidentifikasi dan   keterampilan melakukan baik secara lisan maupun tulisan. Dan memperhatikan sesuai konteks social, stuktur teks, dan unsur kebahasaan secara benar dan sesuai konteks.

B. Materi dan Strategi Pembelajaran

1. Materi Pembelajaran

Guru menyampaikan materi hortatory exposition dan siswa memahami materi, kemudian siswa diberikan sebuah tugas atau project yang akan di presentasikan di dalam kelas.

2. Strategi Pembelajaran
   a. Pendekatan   : Constructivist Approach
   b. Model   : Project Based-Learning
   c. Metode   : Penugasan/Project
   d. Teknik   : Presentasi
   e. Perangkat   : Paper, HP
   f. Moda   : Offline

C. Assesment/ Evaluasi Pembelajaran : Rubrik Penilaian dan Tes

D. Metode Pembelajaran: Role-Play

Kegiatan Pendahuluan (10 Menit)
Melakukan pembukaan dengan salam dilanjutkan dengan berdoa sebelum kegiatan pembelajaran dimulai
Guru mengecek kesiapan siswa dalam belajar baik fisik maupun psikologi siswa
Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi Hortatory exposition.
Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh.
Memotivasi kegiatan belajar siswa dengan mengaitkan materi, yang di pelajari dengan kehidupan sehari-hari.
Memberikan beberapa pertanyaan yang berhubungan dengan materi yang akan diajarkan.

Kegiatan Inti (40 Menit)	
Kegiatan Literasi	Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca. Mereka diberi bahan bacaan contoh text hortatory exposition terkait materi yang dipelajari.
Critical Thinking	Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi hortatory exposition
Collaboration	Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai materi (Why People Should Exercise?) yang telah mereka pelajari. Pada tahap ini siswa memerankan peran. Setiap siswa maju kedepan kelas unutk presentasi atau acting secara bergantian
Communication	Peserta didik mempresentasikan hasil kerja kelompok atau individu secara bergantian, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan
Creativity	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait materi (Why People Should Exercise?)Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami.

Kegiatan Penutup (10 Menit)
Menanyakan kesulitan siswa selama proses pembelajaran.
Menyimpulkan materi pembelajaran dan membaca doa.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMAN 10 Luwu

Mata Pelajaran :Bahasa Inggris

Kelas/Semester : XI/ Genap

Materi Pokok : Hortatory Exposition (Product Advertising)

Alokasi Waktu : 60 Menit

A. Tujuan Pembelajaran

Pada saat mengimplementasikannya siswa diharapkan memahami, mengetahui, merancang, menganalisis, berbagi, mengidentifikasi dan keterampilan melakukan baik secara lisan maupun tulisan. Dan memperhatikan sesuai konteks social, stuktur teks, dan unsur kebahasaan secara benar dan sesuai konteks.

B. Materi dan Strategi Pembelajaran

1. Materi Pembelajaran

Guru menyampaikan materi hortatory exposition dan siswa memahami materi, kemudian siswa diberikan sebuah tugas atau project yang akan di presentasikan di dalam kelas.

2. Strategi Pembelajaran

    a. Pendekatan : Constructivist Approach
    b. Model : Project Based-Learning
    c. Metode : Penugasan/Project
    d. Teknik : Presentasi
    e. Perangkat : Paper, HP
    f. Moda : Offline

C. Assesment/ Evaluasi Pembelajaran : Rubrik Penilaian dan Tes

D. Metode Pembelajaran : Role-Play

Kegiatan Pendahuluan (10 Menit)
Melakukan pembukaan dengan salam dilanjutkan dengan berdoa sebelum kegiatan pembelajaran dimulai
Guru mengecek kesiapan siswa dalam belajar baik fisik maupun psikologi siswa
Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi Hortatory exposition
Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh.
Memotivasi kegiatan belajar siswa dengan mengaitkan materi, yang di pelajari dengan kehidupan sehari-hari.
Memberikan beberapa pertanyaan yang berhubungan dengan materi yang akan diajarkan.

Kegiatan Inti (40 Menit)	
Kegiatan Literasi	Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan memerankan peran. Mereka diberi bahan bacaan terkait materi yang dipelajari.
Critical Thinking	Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi hortatory exposition.
Collaboration	Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai materi Product Advertising yang telah mereka pelajari. Pada tahap ini siswa memerankan peran. Setiap siswa maju kedepan kelas unutk presentasi atau acting
Communication	Peserta didik mempresentasikan hasil kerja kelompok atau individu depan kelas, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan
Creativity	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait materi Product Advertisin. Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami.

Kegiatan Penutup (10 Menit)
Menanyakan kesulitan siswa selama proses pembelajaran.
Menyimpulkan materi pembelajaran dan membaca doa.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah   : SMAN 10 Luwu

Mata Pelajaran   :Bahasa Inggris

Kelas/Semester   : XI/ Genap

Materi Pokok   : Hortatory Exposition (Buying Smartphone)

Alokasi Waktu   : 60 Menit

A. Tujuan Pembelajaran

Pada saat mengimplementasikannya siswa diharapkan memahami, mengetahui, merancang, menganalisis, berbagi, mengidentifikasi dan keterampilan melakukan baik secara lisan maupun tulisan. Dan memperhatikan sesuai konteks social, stuktur teks, dan unsur kebahasaan secara benar dan sesuai konteks.

B. Materi dan Strategi Pembelajaran

1. Materi Pembelajaran

Guru menyampaikan materi hortatory exposition dan siswa memahami materi, kemudian siswa diberikan sebuah tugas atau project yang akan di presentasikan di dalam kelas.

2. Strategi Pembelajaran
   a. Pendekatan   : Constructivist Approach
   b. Model   : Project Based-Learning
   c. Metode   : Penugasan/Project
   d. Teknik   : Presentasi
   e. Perangkat   : Paper, HP
   f. Moda   : Offline

C. Assesment/ Evaluasi Pembelajaran : Rubrik Penilaian dan Tes

D. Metode Pembelajaran: Role-Play

Kegiatan Pendahuluan (10 Menit)
Melakukan pembukaan dengan salam dilanjutkan dengan berdoa sebelum kegiatan pembelajaran dimulai
Guru mengecek kesiapan siswa dalam belajar baik fisik maupun psikologi siswa
Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi Hortatory exposition
Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh.
Memotivasi kegiatan belajar siswa dengan mengaitkan materi, yang di pelajari dengan kehidupan sehari-hari.
Memberikan beberapa pertanyaan yang berhubungan dengan materi yang akan diajarkan.

Kegiatan Inti (40 Menit)	
Kegiatan Literasi	Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan memerankan peran. Mereka diberi bahan bacaan terkait materi yang dipelajari.
Critical Thinking	Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi hortatory exposition.
Collaboration	Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai (buying a smartphone with the best quality) materi yang telah mereka pelajari. Setiap siswa mendapat giliran untuk tampil di depan kelas dengan teman sebangkunya. Dan memainkan peran masing-masing.
Communication	Peserta didik mempresentasikan hasil kerja kelompok atau individu di depan kelas. mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan
Creativity	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait materi (buying a smartphone with the best quality)didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami.

Kegiatan Penutup (10 Menit)
Menanyakan kesulitan siswa selama proses pembelajaran.
Menyimpulkan materi pembelajaran dan membaca doa.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah   : SMAN 10 Luwu

Mata Pelajaran   :Bahasa Inggris

Kelas/Semester   : XI/ Genap

Materi Pokok   : Hortatory Exposition (Folklore Princess Tandampalik)

Alokasi Waktu   : 60 Menit

A. Tujuan Pembelajaran

Pada saat mengimplementasikannya siswa diharapkan memahami, mengetahui, merancang, menganalisis, berbagi, mengidentifikasi dan keterampilan melakukan baik secara lisan maupun tulisan. Dan memperhatikan sesuai konteks social, stuktur teks, dan unsur kebahasaan secara benar dan sesuai konteks.

B. Materi dan Strategi Pembelajaran

1. Materi Pembelajaran

Guru menyampaikan materi hortatory exposition dan siswa memahami materi, kemudian siswa diberikan sebuah tugas atau project yang akan di presentasikan di dalam kelas.

2. Strategi Pembelajaran

a. Pendekatan   : Constructivist Approach
b. Model   : Project Based-Learning
c. Metode   : Penugasan/Project
d. Teknik   : Presentasi, Acting
e. Perangkat   : Paper, HP
f. Moda   : Offline

C. Assesment/ Evaluasi Pembelajaran : Rubric Penilaian dan Tes

D. Metode Pembelajaran: Role-Play

Kegiatan Pendahuluan (10 Menit)
Melakukan pembukaan dengan salam dilanjutkan dengan berdoa sebelum kegiatan pembelajaran dimulai
Guru mengecek kesiapan siswa dalam belajar baik fisik maupun psikologi siswa
Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi Hortatory exposition
Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh.
Memotivasi kegiatan belajar siswa dengan mengaitkan materi, yang di pelajari dengan kehidupan sehari-hari.
Memberikan beberapa pertanyaan yang berhubungan dengan materi yang akan diajarkan.

Kegiatan Inti (40 Menit)	
Kegiatan Literasi	Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan memerankan peran masing-masing. Mereka diberi bahan bacaan terkaitmateri yang dipelajari.
Critical Thinking	Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi hortatory exposition.
Collaboration	Peserta didik dibentuk dalam beberapa kelompok untuk memerankan peran mempresentasikan ulang, dan saling bertukar informasimengenai folklore luwu (Princess Tandampalik).Setiap kelompok siswa mendapatkan peran masing-masing dan bekerja sama untuk mempresentasikan di depan kelas.
Communication	Peserta didik mempresentasikan hasil kerja kelompok atau individu secara bergantian. mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan
Creativity	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait materi folklore luwu(Princess Tandampalik) didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami.

Kegiatan Penutup (10 Menit)
Menanyakan kesulitan siswa selama proses pembelajaran.
Menyimpulkan materi pembelajaran dan membaca doa.

APPENDIX 3

INSTRUMENT PRE-TEST AND POST-TEST

INSTRUMENT PRE-TEST OF SPEAKING SKILLS

In the pre-test, the researcher gives several questions to know their speaking skills.

The questions below consists of several topics.

1. Can you introduce about yourself?
2. What are you doing start from get up until you sleep?
3. What is your future plan? (do you continue your study in the college?)
4. What do you know about the story about culture?

INSTRUMENT POST-TEST OF SPEAKING SKILLS

In the post-test, the researcher gives several questions how can improve students speaking skills.

The questions below consists of several topics.

1. Can you tell me what usually makes you happy or unhappy?
2. Can you explain your daily activities in the morning, afternoon or until you going to bed?
3. What is your goals?(do you want to get a job after graduate?)
4. What do you think about folklore luwu?.

APPENDIX 4
TREATMENTS

TREATMENT

Topic 1

Why People Should Exercise?

In the past, I have never been inclined to participate in sports. Honestly, I didn't like it, but many people whom I lived with kept telling me everyday how good it was. Since the peer pressure was growing, I decided to go to the gym. It wasn't until then that I could really understand people when they said exercise really helped a person get organized and keep yourself in a healthy physically and mentally.

For starters, when you are a lazy person, it is difficult to take the first step, but it is all a matter of committing yourself to something that will provide you a lot of positive feedback. Once you start doing exercise and observing positive results, you actually enjoy it. It takes a lot of effort and strong will, but it's worth it. The principal thing to do is to participate in an activity you like. If you do you will start organizing your day in a way that enables you to do everything you have to, including exercising. You will no longer be a person stressed-out without time to carry on with all your activities.

Second, it is obvious that once you exercise you will have a better condition. You will be healthier in a physical way. It is probable that you will lose weight and your muscles will get stronger and stronger. Your body will feel good, full of energy and it will respond immediately to any action you want to do, any activity that has to be done with high spirits.

The third reason why exercising is good is that it affects you positively in a mental and psychological way. Doing exercise helps you set specific goals which along with strong will can be achieved. When you do that, you are aware of your abilities, accept your weaknesses, and your self-esteem goes up. Any sport distracts you because it helps you not to think about school, friends, problems, among other

things. It brings you time to think about yourself and no one else. It helps you keep your mind busy and to avoid dangerous habits like drugs.

Doing exercise is very important to any person of any age. The positive effects of exercising, which I've already mentioned, are like a chain. Once you do a sports activity that you like, you get organized; therefore, you start doing things the right way and get enormous benefits which make you feel good as a whole human being. You start living your life happily.

Topic 2

PRODUCT ADVERTISING

1. The researcher provides an example of an advertising product text.
2. Each student chooses his own product to be advertised.
3. Students act as sellers and buyers.

Topic 3

BUYING A SMARTPHONE WITH THE BEST QUALITY

A good smartphone is one that has the best quality. The best smartphone are from Samsung and Apple brand. Because more and more updated features and more sophisticated.

Samsung is the best. I've been a Samsung user for a very long time. Now Samsung's mobile phone release many type of very sophisticated features. It could even exceed Apple.

The best Samsung, a lot of Samsung' smartphone are truly extraordinary. First, I'd say that the best smartphone in life is from Samsung.

Samsung can beat apple. Despite the fact Samsung is often accused of copying Apple's designs. But the world community still sticks with these two brands. Samsung proved that it could be on par with Apple.

The best quality phones come from Samsung and Apple. Both have their advantages and disadvantages. Back to taste, you want to choose a smartphone with which brand.

Topic 4

PRINCESS TANDAMPALIK

KING of Luwu had a very beautiful daughter. Her name was Princess Tandampalik. She was very beautiful. Any man who saw her would fall in love with her. Everybody knew about her beauty, including King of Bone. Bone was a kingdom that was far away from Luwu Kingdom. Then, King of Bone paid a visit to Luwu in order to propose Princess Tandampalik to be her daughter in-law. His son, Prince of Bone, was still single. King of Luwu actually did not want to accept the proposal.

According to the culture, he could not have a son-in-law who lived very far from him. Otherwise, he would suffer from terrible disease. But, he knew if he refused it, kingdom of Bone would attack Luwu. Many of his people would suffer. After that, King of Bone came to Luwu and talked about the marriage proposal. King of Luwu said he needed time to decide. King of Bone understood and went home. Suddenly, a bad thing happened. Princess Tandampalik was ill. She got skin rash. The kingdom healer said the disease could infect others. The king then decided to put the princess in a safe place. It was in a remote island named Wajo Island. The princess was not alone. Some soldiers accompanied her. The princess was sad. But she knew if she stayed in the kingdom, many people would be infected. So she was not angry with her father for making her stay in a remote island.

Several days after Princess Tandampalik lived in Wajo Island, a cow came to her. The cow was different from other cows. The skin was albino. The cow licked Princess Tandampalik's skin. Amazingly, the disease was cured. Her skin was smooth again. Her beauty was back! In the mean time, Prince of Bone was sailing in the sea. He landed in Wajo Island. He was so surprised to see a very beautiful girl lived in such a remote island. "Wow, may be she is an angel," he thought. "Who are you, beautiful girl? Do you live here?" asked Prince of Bone. Princess Tandampalik then explained everything. Prince of Bone had heard about her 53 before. He was so happy that he finally met her. He immediately brought Princess Tandampalik and the soldiers back to Luwu Kingdom. The King of Luwu was so happy that her daughter was cured. Not long after that, the King held a wedding party for her daughter and Prince of Bone.
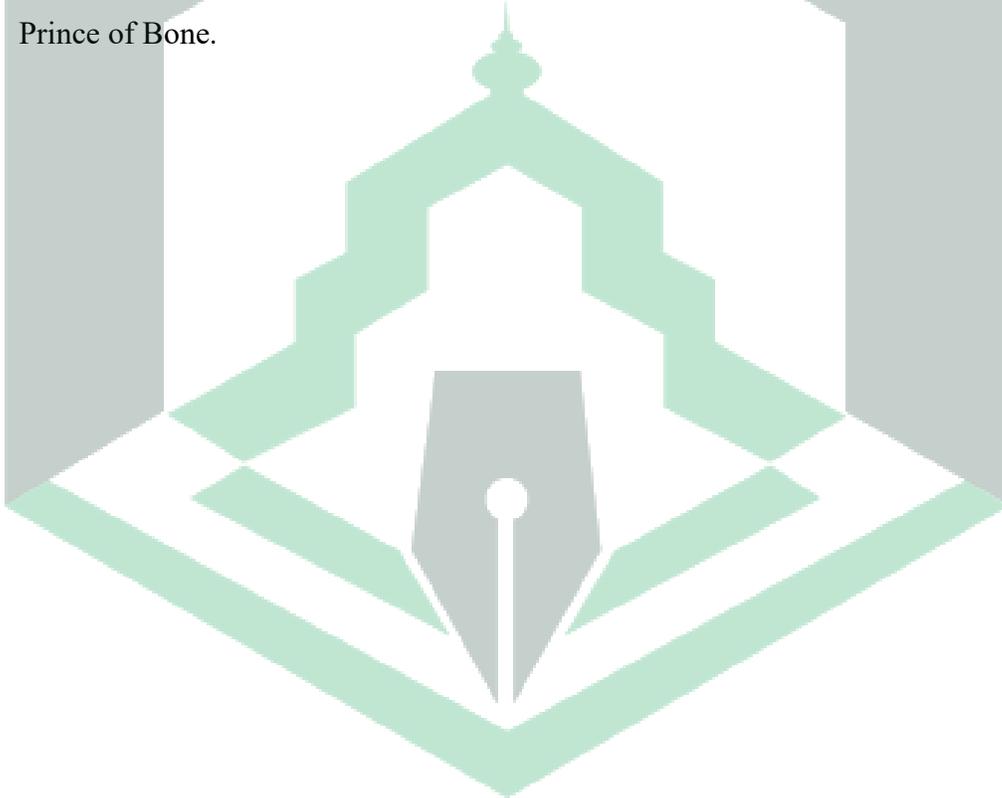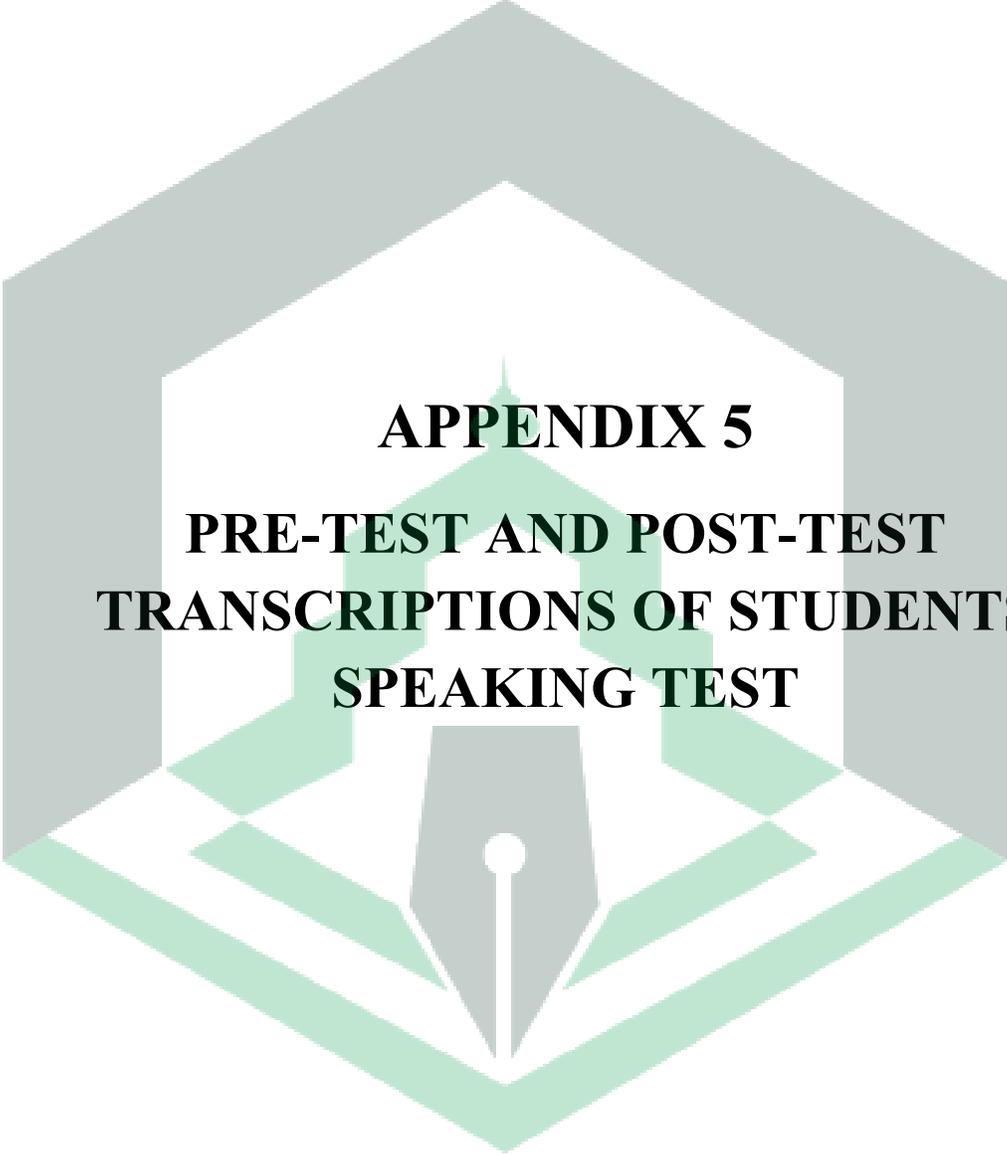
APPENDIX 5

PRE-TEST AND POST-TEST TRANSCRIPTIONS OF STUDENTS SPEAKING TEST

Pre-Test Transcriptions of Students Speaking Test

1. R01

   T: Can you introduce about yourself?

   R01: My name is Rajib Setyawan, alamat di Barowa, am Seventeen. My hobby is main bola basket. Warna kusuka Blue.

   T: What are you doing start from get up until you sleep?

   R01: Saya bangun jam 6 pagi and go to school jam 7.30. kemudian breakfast disekolah and study. setelah itu saya pulang jam setengah 4 dan latihan main bola basket. Kalau sore biasanya main game. Dan malam hari study and play game again. Dan sleep

   T: What is your future plan?

   R01: Anu miss, insya allah lanjut kuliah di Unhas Teknik Informatika

   T: What do you know about the story about culture?

   R01: Tidak ada miss

2. R02

   T: Can you introduce about yourself?

   R02: My name is Nabil. Asal dari Bosa. Umur 16 tahun, hobi play basket,football sama volleyball.

   T: What are you doing start from get up until you sleep?

   R02: Jam 6 ka bangun. And then pergi sekolah.

   T: What is your future plan?

   R02: kalau ada rezeki mauka masuk Tentara.

   T: What do you know about the story about culture?

   R02: Tidak ku tau

3. R03

   T: Can you introduce yourself?

   R03: My names is A.Cindy Putri Hamka. I'm from Bua. Saya tinggal di jalan A. kaddiraja. My hobby reading novels.

   T: What are you doing start from get up until you sleep?

   R03: Saya bangun jam 6 and breakfast. And saya pergi sekolah at 7.30. next sampai at school. Belajar and go home. I sleep jam 10.

   T: What is your future plan?

   R03: Kuliah Parmasi

   T: What do you know about the story about culture?

   R03: Bugis

4. R04

T: Can you introduce about yourself?

R04: My name is Alfajri.I live in Mes Maranti. Umur baru 16 tahun. Hobi play basketball.

T: What are you doing start from get up until you sleep?

R04: Bangun tidur, mandi siap-siap ke sekolah dan berangkat sekolah. Sore play basketball. Tidak ku taumi bahasa inggrisnya kak.

T: What is your future plan?

R04: Belum ada plan

T: What do you know about the story about culture?

R04: Tidak ada

5. R05

T: Can you introduce about yourself?

R05: My name is Askari. My hobby sports. umur 17 kak.my favorit food is gado-gado. I love volleyball.

T: What are you doing start from get up until you sleep?

R05: Bangun subuh sholat, terus go to school. Baru belajar di sekolah.tidak ku tau kak.

T: What is your future plan?

R05: Lanjut kerja, bawa alat berat.

T: What do you know about the story about culture?

R05: Tidak tahu

Post-Test Transcriptions of Students Speaking Test

1. R01

T: Can you tell me what usually makes you happy or unhappy?

R01: I'm happy when I play basketball with my friends and play game. I'm feel unhappy when study English.

T: Can you explain your daily activities in the morning, afternoon or until you going to bed?

R01: Usually I get up in the morning at six o'clock. I have a breakfast at 6.30 and I go to school at 7.30. I study at school until 14.00 p.m. After that, I play basketball with my friends. And in the noon I play game online. I go to sleep at 10 p.m

T: What is your goals?

R01: My goals i want to become a success people. I want to continue my study in University Hasananuddin.

T: What do you think about folklore luwu?

R01: I think the culture is very nice.

2. R02

T: Can you tell me what usually makes you happy or unhappy?

R02: I feel happy when I play basketball and all of about sports. I'm feel unhappy when teacher give us a lot of assignment.

T: Can you explain your daily activities in the morning, afternoon or until you going to bed

R02: I wake up in the morning at 6 o'clock. After that I go to school at 7.30. And then I study at school until 14.00 p.m. I always play basketball with my friends. I go to sleep in night at 12.00 o'clock.

T: What is your goals?

R02: I want to be the best player and athlete.

T: What do you think about folklore Luwu?

R02: My opinion luwu folklore is very important to learn.

3. R03

T: Can you tell me what usually makes you happy or unhappy?

R03: I feel happy when i'm reading my novels and wattpad.

T: Can you your daily activities in the morning, afternoon or until you going to bed?

R03: I start my morning at 6 o'clock. I have breakfast at 6.30 and after that i take a bath. I go to school at 7.30 a.m. I study at school until 14.00 p.m. After arrive at home I take a bath and play with my siblings. Then I prefer for dinner with my mother. And I go to sleep at 10.00 o'clock.

T: What is your future plan?

R03: My plan is continue study at university.

T: What do you think about folklore Luwu?

R03: I think this story amazing.

4. R04

T: Can you tell me what usually makes you happy or unhappy?

R04: I feel happy when I play basketball. Because my hobby is playing basketball.

T: Can you explain your daily activities in the morning, afternoon or until you going to bed?

R04: I wake up at 6 o'clock. I go to the bathroom to wash my face and take a bath. After that I prefer my bags school. I go to school at 7.30. and then I go home at 15.00.p.m and in the afternoon I play basketball with my friends. After that I have a dinner with my family and I sleep at 12.00 a.m

T: What is your goals?

R04: I want to be a athlete basketball.

T: What do you think about folklore Luwu?

R04: I think the story is very nice and unique.

5. R05

T: Can you tell me what usually makes you happy or unhappy?

R05: I feel happy when I play volleyball and I feel unhappy when my friends bothering me.

T: Can you explain your daily activities in the morning, afternoon or until you going to bed?

R05: I get up at 5 o'clock and take shubuh prayer. I take a bath at 6 o'clock. I have a breakfast and go to school at 7.30. I study at school until 14.00 p.m and take break to take duhur prayer. After that I go home at 15.30 p.m. After that I play game with my friends. after that I have a dinner with my family. I go to sleep at 10 o'clock.

T: What is your future plan?

R05: I want to find a job about heavy equipment training.

T: What do you think about folklore Luwu?

R05: Luwu Folklore is very good to know because its history and morals that can be learned.
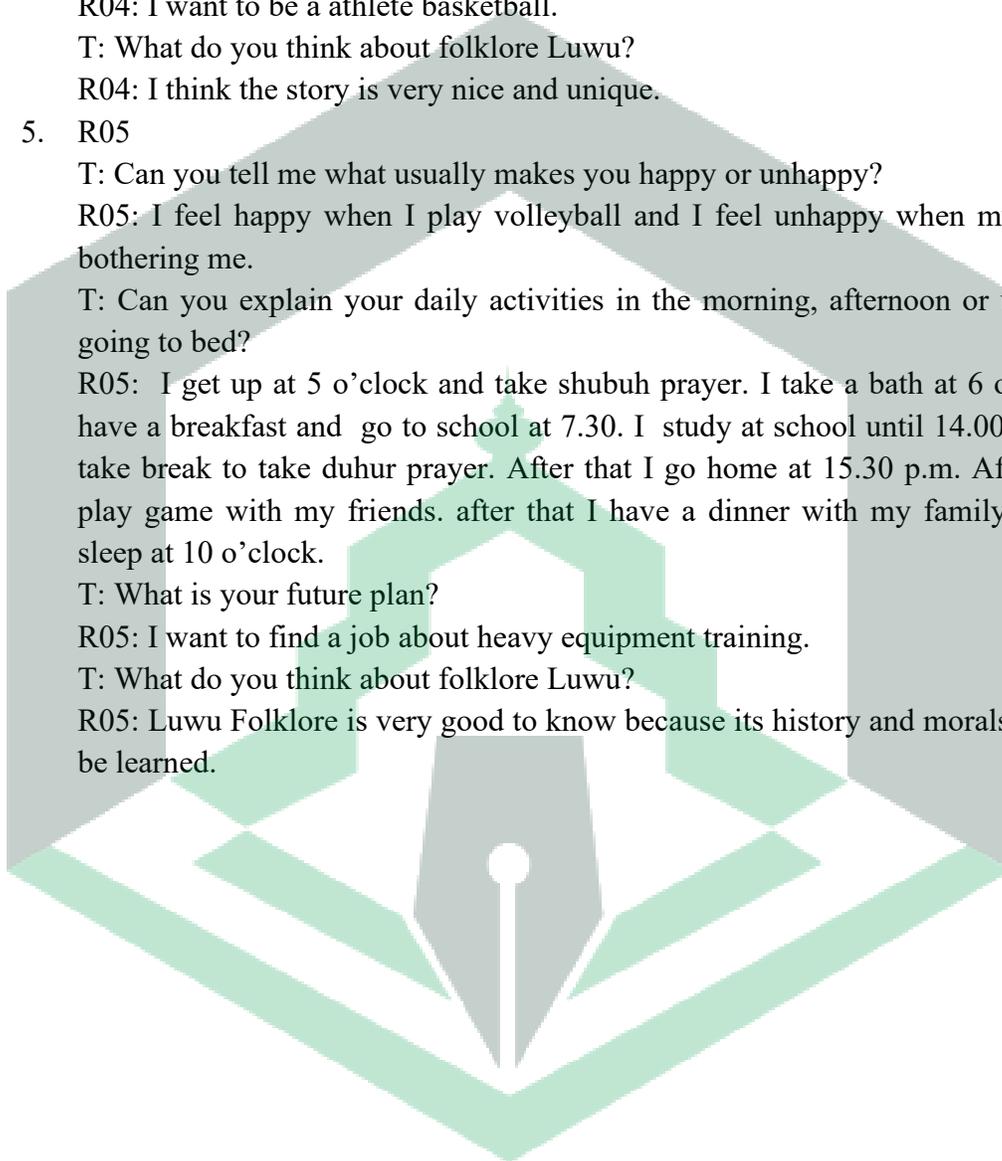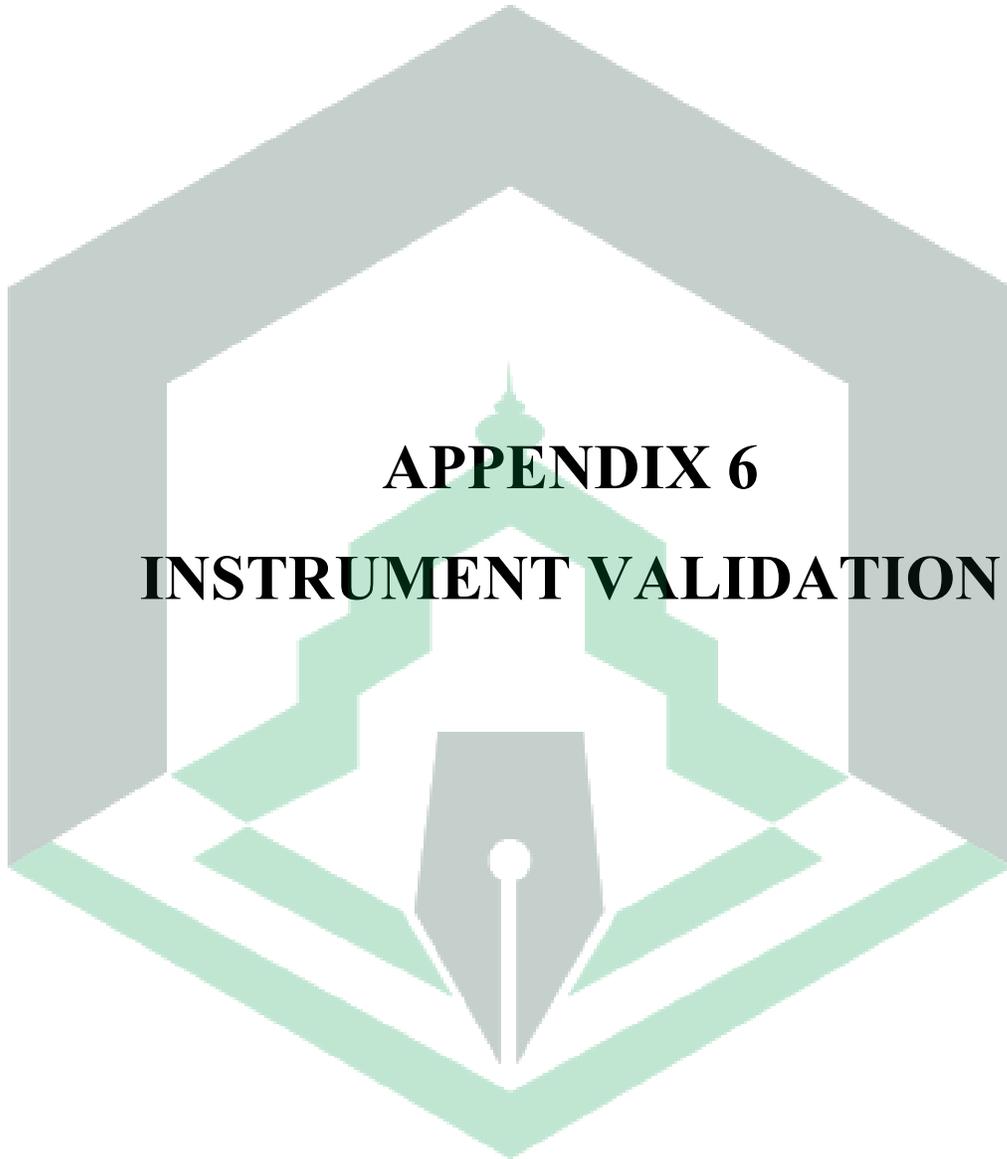
APPENDIX 6
INSTRUMENT VALIDATION

SURAT KETERANGAN VALIDASI

Yang bertanda tangan dibawah ini:

Nama : DR. MASRUDDIN, SS, M.HUM
Jabatan/Pekerjaan : Dosen
Instansi Asal : IAIN Palopo

Menyatakan bahwa Instrumen Penelitian dengan judul:
The Use of Role Play In Teaching Speaking Skill of Eleventh Grade SMAN 10 Luwu dari mahasiswa:

Nama : Wilda Kumala Dewi
Program Studi : Pendidikan Bahasa Inggris
NIM : 1902020023

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

- Buaf perfanyaan yg mudah dipahami oleh siswa
....
-
....
....

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Palopo, 06 Maret 2023
Validator,
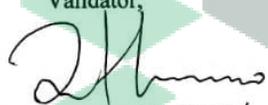
DR. MASRUDDIN, SS, M.HUM
NIP 19800613 200501 1 005

*coret yang tidakperlu

SURAT KETERANGAN VALIDASI

Yang bertanda tangan dibawah ini:

Nama : Ernawati, S.Pd.I., M.Hum.
Jabatan/Pekerjaan : Dosen
Instansi Asal : IAIN Palopo

Menyatakan bahwa Instrumen Penelitian dengan judul:
*The Use of Role Play In Teaching Speaking Skill of Eleventh Grade SMAN 10 Luwu* dari mahasiswa:

Nama : Wilda Kumala Dewi
Program Studi : Pendidikan Bahasa Inggris
NIM : 1902020023

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

Tambahkan kata Why di pertanyaan " Yes No Question"
untuk lebih mengeksplorasi jawaban siswa.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Palopo, 02 Maret 2023
Validator,

Ernawati, S.Pd.I., M.Hum.

*coret yang tidakperlu
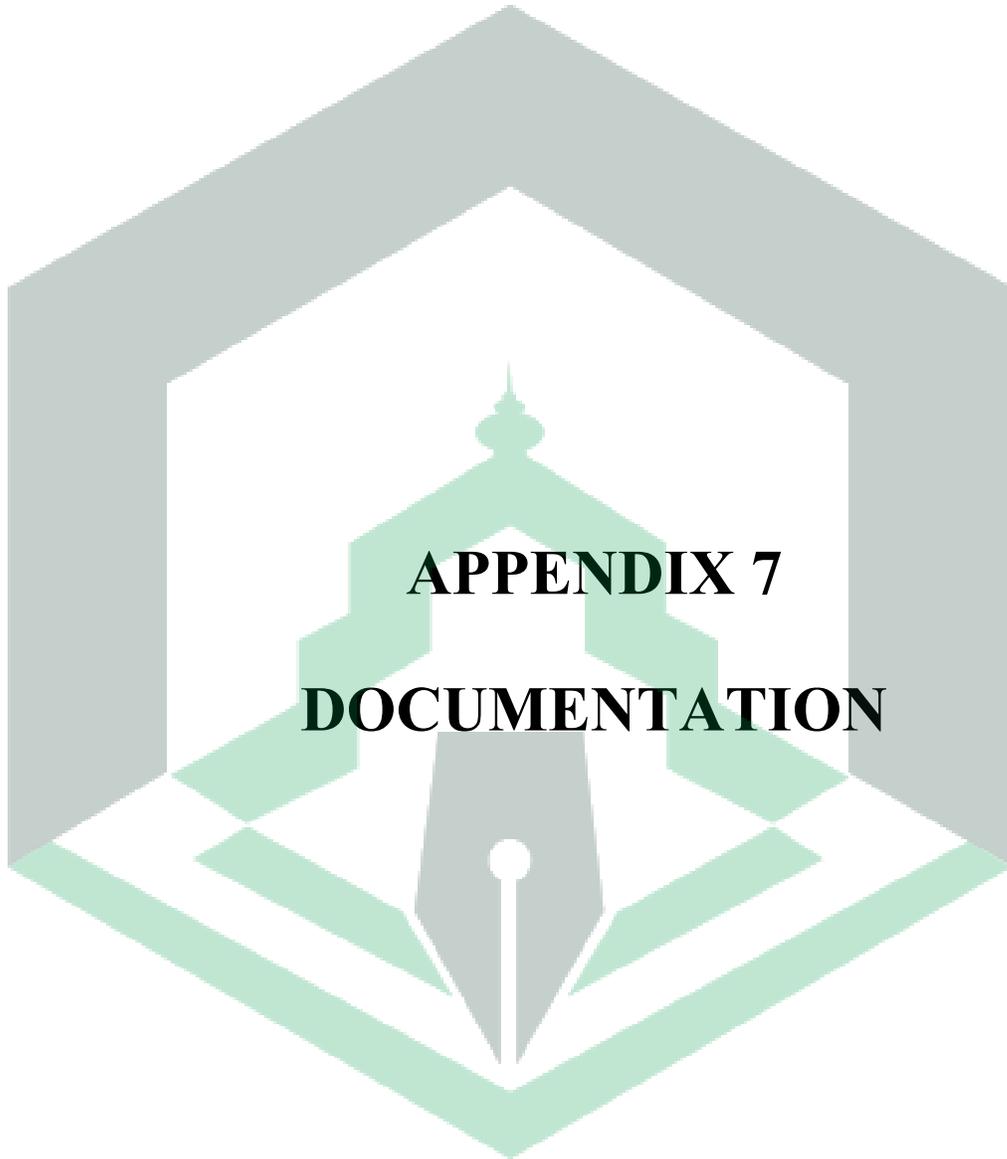
APPENDIX 7

DOCUMENTATION

PICTURE 1

Giving Pre-Test

The researcher was given the pre-test

PICTURE 2

Treatment

The researcher was given the treatments first and second meeting

The researcher was given the treatments the third and four meeting

PICTURE 3

POST-TEST

The reseacher was given post-test

APPENDIX 8

SURAT KETERANGAN SELESAI MENELITI

PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT SMA NEGERI 10 LUWU
Alamat: Jl. Poros Palopo – Belopa Km.10, Tanarigella' Kec. Bua, Kab. Luwu 91991
Website: http://sman10luwu.sch.id Email: smanegeri10luwu@gmail.com

SURAT KETERANGAN PENELITIAN
Nomor: 421.3/235 - UPT SMAN.10/LUWU/DISDIK

Yang bertanda tangan di bawah ini Kepala UPT SMAN 10 Luwu menerangkan bahwa:

Nama	:	**WILDA KUMALA DEWI**
NIM	:	1902020023
Tempat/Tanggal Lahir	:	Barowa, 21 Januari 2000
Program Studi	:	FTIK/Pendidikan Bahasa Inggris
Fakultas	:	Tarbiyah dan Ilmu Keguruan
		IAIN Palopo

Benar telah melaksanakan penelitian di UPT SMAN 10 Luwu, Kec. Bua, Kab. Luwu pada Bulan Maret – Mei tahun 2023 untuk peneyelesaian Penyusunan karya (Skripsi) dengan judul **"THE USE OF ROLE PLAY IN TEACHING SPEAKING SKILL OF ELEVENTH GRADE AT SMAN 10 LUWU".**

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

25 Mei 2023
Kepala UPT,

Drs. ARIFIN, M.Pd.
Pangkat: Pembina Tk. I
NIP. 196804031994121004