

IMPROVING ENGLISH SPEAKING SKILL THROUGH ROLE PLAY VIDEOS

THESIS

Submitted by

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Although the research has been completed, the researcher is realized that there are still shortcomings in this research and it is far from perfect. Therefore, the researcher accepts criticism and suggestions from readers which are very much expected to help improve this research or further research. The researcher hopes that this research can be useful and help other researchers and readers as well as teachers, schools and students in the learning process using role play videos.

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ABSTRACT

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This research investigated the effectiveness of using role-play videos as a teaching medium to improve students' English-speaking skills at MAN 1 Banda Aceh. The study applied a pre-experimental design with a one-group pre-test and post-test approach. The sample consisted of 40 second-grade students of class XI-10, selected through purposive sampling because the class demonstrated potential yet still faced challenges in speaking confidently and fluently. Data were collected through speaking tests conducted before and after the treatment. The treatment involved the use of selected role-play videos from YouTube, particularly narrative texts such as folk tales and short stories, which served as models for students. After watching, students engaged in group role-play activities where they rehearsed and performed similar scenarios. Students' speaking skills were assessed using a rubric covering pronunciation, grammar, fluency, vocabulary, and comprehension. The findings revealed a significant improvement in students' performance. The average pre-test score was 62.50, while the post-test average increased to 80.00. Statistical analysis using a paired sample t-test yielded a significance value of 0.000 (< 0.05), confirming that the difference between the two tests was significant. The results indicated that students made progress in all speaking aspects, particularly in fluency, pronunciation, and confidence. Moreover, the integration of role-play videos created a more engaging, collaborative, and interactive learning atmosphere. It not only enhanced students' motivation but also helped reduce speaking anxiety. In conclusion, the study affirms that role-play videos are an effective medium for improving students' English-speaking skills. Therefore, educators are recommended to adopt multimedia-based role-play as a communicative and creative approach to English language teaching.

IMPROVING ENGLISH SPEAKING SKILL THROUGH ROLE PLAY VIDEOS

THESIS

Has been Approved and Submitted to the Thesis Munqasyah Defense As
One of the Requirements to Obtain a Bachelor's Degree
in the Field of English Education

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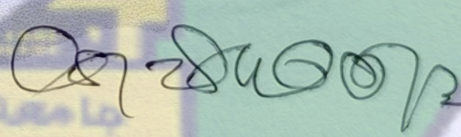
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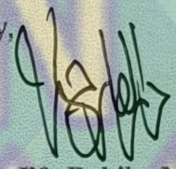
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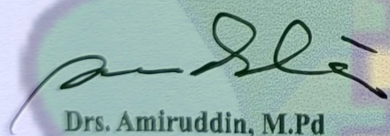
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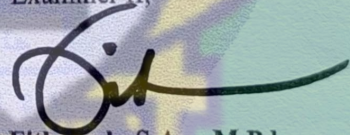
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Hereby declare that in writing this thesis, I:

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This statement is made truthfully and without coercion from any party.



Banda Aceh, May 20th, 2025

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CHAPTER 1

INTRODUCTION

This chapter present the background of the study, the research question, the research aim, hypothesis, the significance of the study, and the terminologies of the study.

A. Background of Study

English as an international language has become a medium or tool for several needs, such as economics, politics, education, defence, security, technology and in other fields. English has four basic things that are important to learn; listening, reading, writing and speaking. Speaking is the most frequently used in daily human life, from formal and informal matters, both from the community, school, work, and others to achieve the goal of communicating ideas, providing information, expressing thoughts and feelings. Speaking is an important and crucial ability to communicate especially for foreign language learners since English has become an international language.

To understand the topic and subject matter of conversation, we need to communicate with each other and speaking is one of the processes to communicate. Communication facilitates the exchange of ideas, information, emotion, expression, and develops individuals or groups. In line with this Henisah et al. (2023), mentions that one of the main purposes of learning English is being able to communicate orally to express ideas, feelings and sharing information.

As an important component in communication, speaking also plays a role in various contexts such as personal, academic and professional contexts. Speaking skills include the ability to convey ideas clearly, participate in conversations and be able to express themselves in any situation and condition. There are many essential aspects in the speaking process such as vocabulary, pronunciation, fluency, grammar, and comprehension, which all contribute to learners' ability to convey ideas clearly and effectively in communication. However, many students still struggle to master these aspects when speaking English. As Arung and Jumardin (2016) noted, foreign language students often find it difficult to speak English fluently and accurately. They also have lack confidence and vocabulary.

Challenges in speaking English also caused by not having someone to talk to in daily life, not having a place to communicate in English, have no idea about the topic or perhaps have lack activities that involve English. This causes students or foreign language learners to become passive in using English. In response to the challenges, teachers need to pay attention to the students and use the right strategies, media, method and technique in teaching and learning process. Lately, studying a foreign language for students has become more challenging than ever because in this era human depend on technology a lot as stated by Maulana et al (2023).

As foreign language learners of English, it is important to us to explore how to learn the language including the media, techniques, and benefits of learning the language. There are many ways to improve speaking skills, and one of the most effective techniques is role play. The researcher chose role play to examine the improvement of students' English-speaking skills because this technique is

considered interesting, simple, and fun. Moreover, role play provides students with opportunities to practice real communication in meaningful contexts, which can reduce their anxiety and increase their motivation to speak (Huang, 2008). It also encourages active participation and helps students develop fluency, accuracy, and confidence in using English (Ladousse, 2009).

Role play can be defined as an activity where a person or group performs certain characters in specific situations, often based on predetermined scenarios. According to Ladousse (2009), role play is a technique that allows students to “step into the shoes of another person” and act out roles in order to practice language in authentic ways. In contrast to impersonation, which focuses more on entertainment, parody, or simple imitation, role play emphasizes interaction and communication in the context of a particular story or situation.

There are several previous studies that used role play technique to improve students' speaking skill, one of which is as said Nikmah et al. (2019), concluded that the result of this research shows positive by students' response that this research was successful in the effort in improving students' English-speaking skill through Role-Play and students enjoyed in speaking through role play by making dialogue freely and they can express their talent in acting. The researcher also said that doing the research was satisfying and found out that Role-play activity could increase the students' self confidence in their speaking performance.

The other study conducted by Neupane (2019) in the Lamjung district provides further evidence of the effectiveness of role play in language learning. In this research, two groups of students were compared: the experimental group was

taught using role play activities, while the control group was instructed through traditional grammar-based techniques. The results demonstrated that students in the experimental group showed a greater improvement in their speaking skills than those in the control group. This finding highlights that role play not only creates an interactive and communicative learning atmosphere but also contributes significantly to the development of speaking proficiency.

These results are consistent with the present study, which also emphasizes the use of role play as a method for enhancing English-speaking skills. Unlike grammar-focused instruction that often limits students' opportunities to practice communication, role play encourages learners to use the target language in meaningful contexts. It allows them to simulate real-life situations, thereby promoting fluency, confidence, and communicative competence.

As the previous studies focused on traditional method or role play, this study applied role play videos in improving students' speaking skill in class XI-10 at MAN 1 Banda Aceh.

B. Research Question

Based on the explanation in the background above, the researcher formulated research question 'Do role play video improve students' English-speaking skills?'

C. Research Aim

The aim of this research is to find out whether using role play videos improve students' speaking skill.

D. Hypothesis

The researcher determines the hypothesis in this research. The hypothesis of the research is:

Ho: Role Play videos are not effective to improve students' speaking skills in Second-grade students of MAN 1 Banda Aceh.

Ha: Role Play videos are effective to students' speaking skills in Second-grade students of MAN 1 Banda Aceh.

E. Significance of The Study

This research indicates that learners are able to be active and find out new techniques and media to increase their English-speaking skill through role play videos. The benefits of the research are expected to:

- a. To the teachers, this research provides input for teachers to developing interesting and fun English learning technique, methods and media, especially in improving students' speaking skill in active, creative and innovative way.
- b. To the students, this research is useful to improve students' speaking skill and find out the technique and media to improve English speaking skill in a fun and interactive way.
- c. To the readers, this research can be a reference to know and learn about improving speaking skill through role play videos and how to apply it in teaching-learning process.

F. Terminology

The researcher has provided the following definitions of this research in order to avoid misunderstandings:

1. Speaking Skills

Speaking is one of the most essential language skills because it enables learners to express ideas, share information, and interact meaningfully with others. It requires the integration of several components, such as pronunciation, grammar, vocabulary, fluency, and comprehension (Sulistyowati, 2024). In the context of English as a Foreign Language (EFL), speaking is often considered the most challenging skill due to learners' limited vocabulary, low confidence, and speaking anxiety (Taqwa et al., 2022). These difficulties frequently lead students to hesitate, avoid participation, or fail to communicate effectively in class.

In this research, speaking refers to students' ability to use English orally in meaningful communication, particularly in the form of practicing and performing role play. The focus is on improving learners' fluency, accuracy, and confidence in speaking through the use of role play's videos, which provide models of real-life communication and encourage students to practice English in a more engaging and less anxiety-inducing environment.

2. Role Play's Videos

Role play is a teaching technique where students act out roles or scenarios that imitate real-life situations to develop communicative competence, covering aspects such as pronunciation, grammar, fluency, and vocabulary (Dwiyanti & Lolita, 2023). Video, on the other hand, is a powerful educational medium that

provides both visual and auditory input, helping learners observe authentic language use and expression (Rahmawati, 2022).

In this study, role play's videos refer to narrative-based performances from YouTube, such as *Malin Kundang* or *Snow White*, which are used as models in class. Students watch these videos to observe speaking techniques, then prepare and perform their own role play based on the narrative. This combination of role play and video aims to improve students' English-speaking skills by making learning contextual, engaging, and reflective.

