

**EXPLORING ROLE PLAY ACTIVITIES IN IMPROVING
STUDENTS' SPEAKING ABILITY**

SKRIPSI

Submitted by:

**NURUL FARISYA
NIM. 180203161**

**Student of *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education**



**FAKULTAS TARBIYAH DAN KEGURUAN
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THESIS

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By:

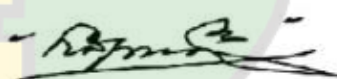
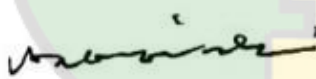
**NURUL FARISYA
NIM: 180203161**

*Student of Fakultas Tarbiyah dan Keguruan
Department of English Language Education*

Approved by:

Main Supervisor,

Co-Supervisor,



Dr. Habiburrahim, M.Com., M.S., Ph.D. N I R Drs. Lukmanul Hakim, M.A

It has been defended in *Sidang Munaqasyah*
in front of the board of the Examination for the working paper
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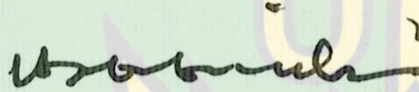
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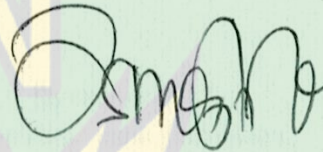
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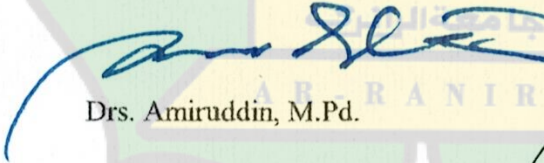
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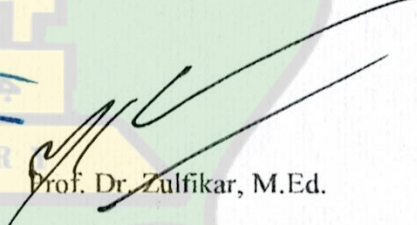
Asma, S.Pd.I., M.Ed.

Member,

Member,



Drs. Amiruddin, M.Pd.



Prof. Dr. Zulfikar, M.Ed.

Certified by:

The Dean of *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh



Drs. Safri Mulya, S.Ag., M.A., M.Ed.

NIP. 197301021997031003

SURAT PERNYATAAN KEASLIAN
(Declaration of Originality)

Saya yang bertanda tangan dibawah ini :

Nama : Nurul Farisya
NIM : 180203161
Tempat/Tgl.Lahir : Teupin Batee/05, Februari, 2000
Alamat : Cot Raya, Kuta Baro, Aceh Besar
Judul Skripsi : Exploring Role Play Activities in Improving Students'
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Alhamdulillah, praise be to Allah SWT, God the Almighty, who has given me health and bless, strength and the opportunity to complete this thesis titled **“Exploring Role Play Activities in Improving Students’ Speaking Ability.”** Blessings and greetings may be bestowed upon our beloved Muhammad SAW, who has brought us from the darkness in to the lightness and taught us knowledge.

First, I would like to offer my sincere respect and gratitude to my supervisor, Dr. Habiburrahim, M.Com., M.S., Ph.D. and Drs. Lukmanul Hakim, M.A., for their invaluable advice, support, encouragement, insightful comments, and expertise in helping me complete this thesis. My sincere gratitude also goes to Drs. Lukmanul Hakim, M.A., my academic supervisor, for his encouragement and enthusiasm in guiding me when I was a student in the Department of English Education at UIN Ar-Raniry. In addition, I would like to thank all the lecturers and department staff who inspired and supported me while I was a student in the Department of English Education at UIN Ar-Raniry.

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Banda Aceh, November 30th 2022

The Researcher,

Nurul Farisya

ABSTRACT

Name : Nurul Farisya
Reg. No. : 180203161
Faculty : Fakultas Tarbiyah dan Keguruan
Major : Department of English Language Education
Thesis working title : Exploring Role Play Activities in Improving Students' Speaking Ability
Main Supervisor : Dr. Habiburrahim, M.Com., M.S., Ph.D.
Co-Supervisor : Drs. Lukmanul Hakim, M.A
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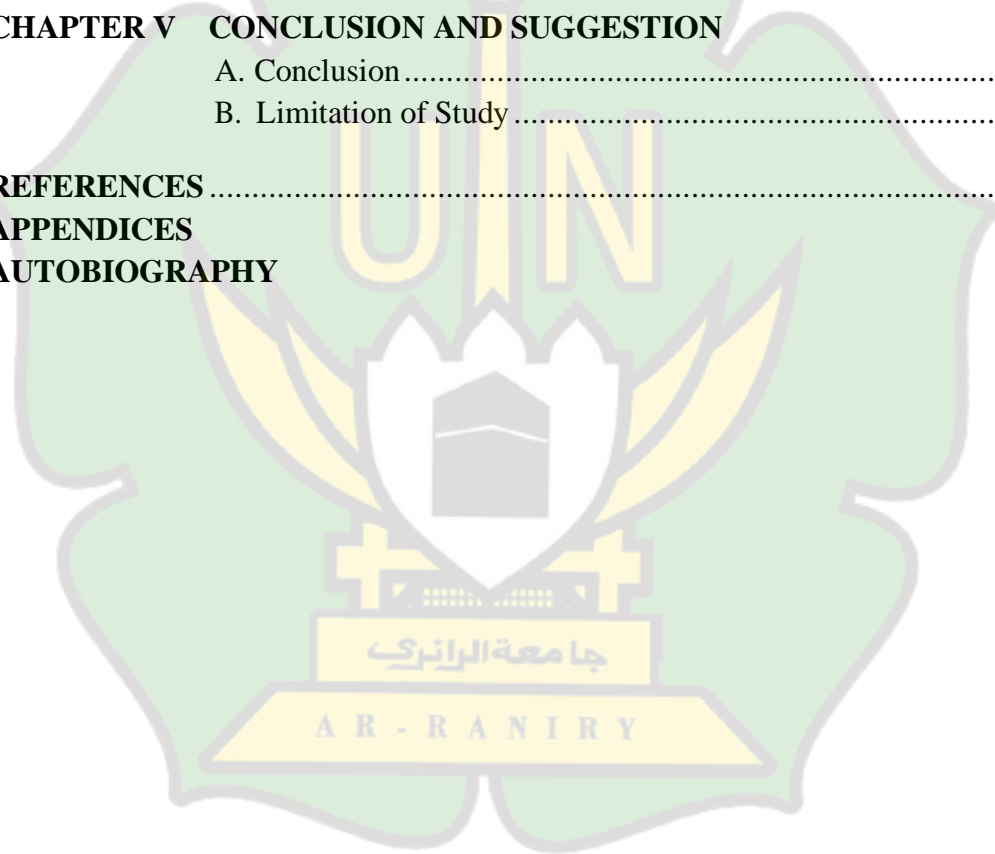
This study aimed to measure whether students' speaking ability improves by using role play and to determine students' perceptions of role-play in improving speaking ability. The sample of this research is class X SMAS Babul Maghfirah for the 2021/2022 academic year. The quasi-experimental research used in this study was divided into two groups, the experimental and the control group. Each group consists of 30 students, for a total of 60 students. In collecting data, I used an oral pre-test and post-test. The experimental group used Role Play in learning activities, while the control group used discussions and lecturing. Based on these tests, the average pre-test experimental group score was 55.13, and the post-test experimental group average score was 89.9. Meanwhile, the average score of the pre-test control group was 52.5, and the average post-test control group score was 62.03. Thus, the results of the T-test in this study were 31.26 and T table of 2.00 at a significant level of 0.05 with $df = n - 1 = 60 - 1$. The alternative hypothesis (H_a) was accepted, and the null hypothesis (H_o) was rejected. Besides that, according to the questionnaire results, students agreed that the role-play was effective in applying teaching-learning activities and helping to motivate students to learn English. And students agree that role-play can improve students' speaking ability.

A R - R A N I R Y

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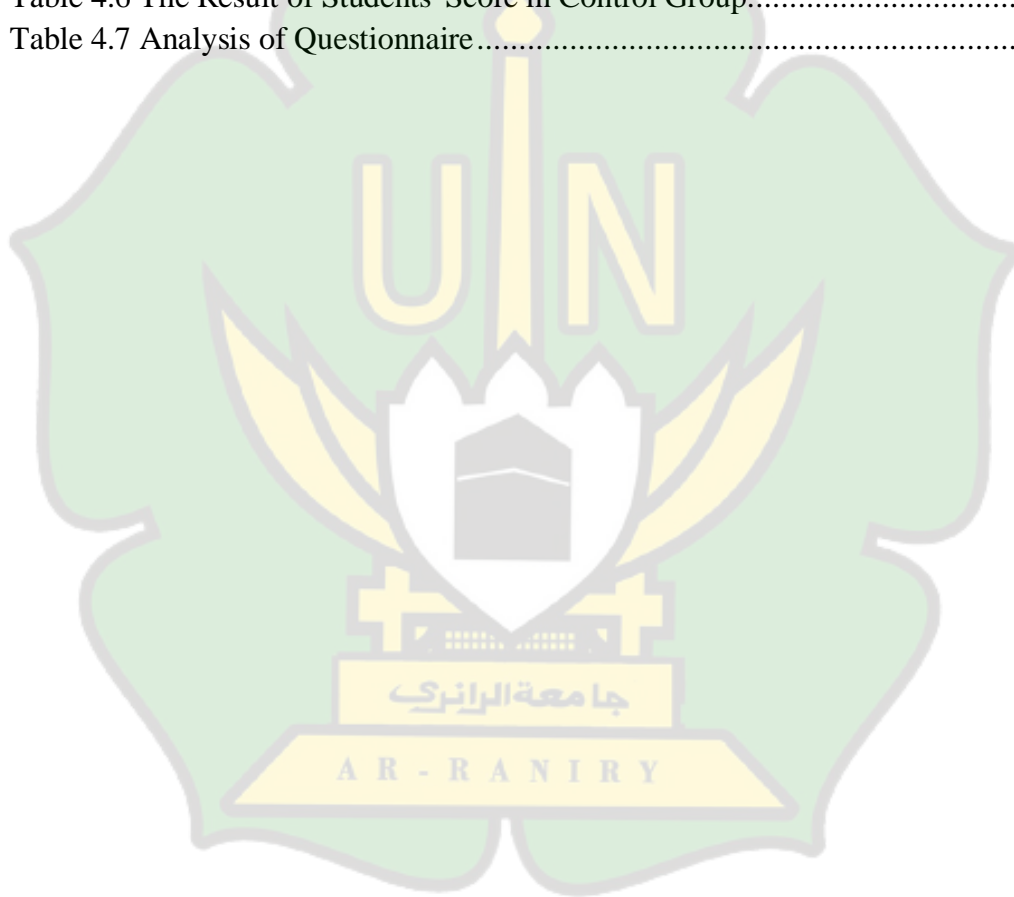
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CHAPTER I

INTRODUCTION

This chapter presents the discussion on background of the study, research questions, research aims, hypothesis, significance of study, and the terminologies.

A. Background of Study

Speaking is one of the essential skills that language learners should master to communicate well. Learning foreign languages could be more challenging because, other than just uttering words, it also involves a good deal of listening. For many students, it is not easy because, during speaking, they have to listen, use adequate vocabulary to respond, and yet pronounce the word correctly to be well understood. However, they often need more time to practice speaking in the classroom during the learning process. Poorman (2002) observes that students should have more chances to practice to create authentic learning.

In senior high schools, English is compulsory as it is included in the national examination. In Islamic boarding schools, it is more critical because the students are required to use English daily to communicate. Babul Maghfirah Boarding School is no exception. This boarding school obliges its students to use English during the learning process and throughout every single activity. Given this fact, the students should have already mastered speaking English.

However, during her field teaching practice at Babul Maghrifah, the researcher found that most students still had many difficulties speaking. For example their pronunciation, students need to pronounce everyday words in

English correctly and also need more mastery of basic vocabulary. In addition, fluency, grammar and comprehension are also included. When questioned, the students said that even though they used English almost every day, they were still not interested in speaking English due to the difficulties they experienced and the less exciting activities used by the teacher in the learning process. This activity provides few practice opportunities for students to hone their speaking ability in class. So this also affects not only students' confidence to speak in front of the class but also communication in English in their daily lives.

Based on the problem cited above, role-play activities are considered an alternative strategy to improve students' speaking ability. Besides that, this strategy provides more opportunities for students to practice speaking. Mridha (2020) said that practice in the process of learning speaking is also an important factor to be done. Students should be encouraged for free practice. As the student becomes more and more independent of his thoughts and ideas. According to Kusnierek (2015), role play is a complete set of communication methods that develop freedom, encourage student interaction during the lesson, increase student motivation, improve their learning, and divide responsibilities between teacher and students.

There are some advantages of role-play activities:

1. The students have more opportunities to practice communication daily at school.
2. They are motivated to play an active role in learning.

These role-playing activities are ways of teaching speaking by arranging students in pairs or groups. This means putting two or more students together and giving students a dialogue sheet or handout, which they can read and study before the teaching-learning process happens, or students can also make their dialogues so that they are more creative and they don't just depend on the text given by the teacher. According to Brown (2001), "Techniques where the specific activities manifested in the classroom that were consistent with an approach as well."

In line with this research, recently, there have been several studies that are relevant to learning speaking through role-play activities. An analysis by Sholiha (2020) shows that using role play in teaching and learning can improve students' speaking performance. In this case, students' speaking ability increased in both vocabulary and fluency. Role-playing activities enhance students' speaking performance, especially in front of the class and during discussions. Besides that, the students were also trained to use their vocabulary. This allowed them to increase their language. It was also shown that their fluency was also improved. It makes them accustomed to speaking. In addition, students also make some improvements in pronunciation, stress, and intonation. Therefore, from the results above, it was revealed that the students' speaking ability increased.

Another research done by Putri and Hariyati (2016) shows almost the same result. The use of role-playing was able to improve the seventh-grade students' speaking ability, including vocabulary, grammar, and fluency. This research is designed to explore whether or not role-play activities enhance students' speaking ability at SMAS Babul Magfirah Boarding School.

B. Research Questions

According to the background of the study as previously presented, the research questions were formulated as follows:

1. To what extent do role-play activities improve the students' speaking ability in the first grade of SMAS Babul Maghfirah Boarding School?
2. What is the student's perception of role-play activities in improving speaking ability?

C. Research Aims

To the research questions above, the research aim of this research are:

1. To find out to what extent role play activities can improve the students' speaking ability in the first grade of SMAS Babul Maghfirah Boarding School.
2. To know the perception of students about role-play activities in improving speaking ability.

D. Hypothesis

The hypothesis formulas are:

H_a = There is a significant effect on students' speaking ability using role-play activities.

H_o = There is no significant effect on students' speaking ability using role-play activities.

E. Significance of the study

The researcher hopes that the results of this research can be used by the students, teachers, researcher, readers, and the next researcher for the following purpose:

1. Students this role play will be beneficial, especially for students who are lacking in speaking ability. Learning to speak through role-playing is helpful because these activities are easy and allow students to practice speaking.
2. For teachers, this role play can be an activity in teaching students to learn to speak. Role-play activities are expected to help teachers to improve students' speaking ability.
3. For researchers, these role-play activities can be additional information for those interested in improving their speaking ability.
4. For readers, role-play activities can be implemented in learning to improve students' speaking ability.

F. Terminology

Some terms should be explained to avoid misunderstanding in this research, namely, role-play activities, and students' speaking ability:

1. Role play activities

According to Gower et al (2011), "A role play is when students take a part of a specific person: a store assistant, a customer, a manager, for instance. To play as this person, the students must take a component in an exceeding situation, acting out a conversation."

According to Burden and Byrd (2010), role play could be a student-directed activity during which students act out or dramatize a selected situation, circumstance, or idea. The teacher is the facilitator in role-play learning and leads the follow-up discussion. So, the students act out specific conditions that support the subject they learn within the learning activity.

In this research, Role Play is a language learning method that teachers can use to teach speaking in the classroom to allow students to practice their language. Using this method, the students are actively talking to each other, which hopefully can improve their speaking ability.

2. Students' speaking ability

This description needs to clarify some terms: student and speaking ability. Cambridge dictionary states, 'A student is a person who is learning at a college or university, or sometimes at a school. The students in this research study are in the first grade at SMAS Babul Magfirah Boarding School.

According to Brown et al. (2005), speaking is an oral communication in which both speaker and listener must bargain for interpretations of ideas, emotions, and information. Spoken language does not only require students to know how to generate specific language points, such as grammar, pronunciation, and vocabulary (language skills), but also requires them to understand when, why, and (social language ability) how to produce language (Idrissova, 2015).

This research defines speaking ability as ability that allow us to communicate effectively. Effective communication is when the speaker can convey verbally so the listener can understand what they said.

CHAPTER II

LITERATURE REVIEW

This chapter will explain the theory and literature related to the research. It presents the definition of Speaking and Role Play. In addition, previous studies related to this research will also be discussed.

A. Speaking

1. The definition of speaking

Speaking is one of the skills in the language. In speaking, we have to pronounce, express an idea, and convey the message in oral communication. According to Spratt and Williams (2005), speaking is almost the same as writing because it is a productive skill. In speaking, we produce speech, while in writing, we produce a text. Speaking involves speech to express meaning to other people.

Based on the terms about speaking above, it can be said that speaking is an oral speech produced by the speaker to be known by the listener, and then the listener processes the speaker's utterance to find its meaning. So the main point of speaking is that the speaker communicates the information that the speaker wants to convey to the listener. In addition, the speaker and listener must understand each other what they are talking about.

2. Teaching Speaking

According to Wong and Nunan (2011), teaching speaking is to teach English learners to generate English speech sounds and their patterns; to use word and sentence stress, intonation patterns and the second-language rhythm; to choose appropriate words and phrases in the right social context, audience, circumstance and the right subject; to organize their thought in a coherent and logical sequence; to be fluent and confident in using the language with few unnatural delays called fluency.

Nunan (2003) also suggests that teaching means providing an individual with information (skills, etc.) while teaching speaking means instructing a person to connect with others. Therefore, teachers and learners must get involved in the active and communicative teaching and learning process. In this process, teachers sometimes downplays precision and emphasizes how students speak the target language. According to Marisa & Putri (2018). Speaking is indeed a vital skill in communication that needs to be taught. Language scholars have proposed many definitions of speaking. As Brown (2001) said, he can communicate if someone can talk about a language. In addition, he noted that the measure of language success almost always reflects the ability to achieve pragmatic goals through interactive dialogue with other language users. In short, speaking is the language that enables good dialogue and interaction, including verbal communication.

Speaking English is the primary goal of many adult learners. Their personality is essential in how quickly and accurately they can achieve this goal. Students who are not afraid of making mistakes are usually more articulate, but

they make many mistakes, and habits are difficult to change. Conservative and shy students may take longer to gain confidence, but they make fewer mistakes when it comes to English. Speaking courses are usually required with pronunciation and grammar of oral communication. In any case, students should prepare before doing the speaking task. This includes introducing them to the topic and providing examples of how to speak. Students then practice actual speaking acts.

Harmer (2001) defines speaking capacity as the ability to speak fluently, considering it not only as information about the salient features of dialect but also as the ability to process information and dialect "on the spot." It requires the ability to coordinate verbal communication and non-verbal communication. It takes place in the real world and has little time to adjust point by point. In this way, familiarity is necessary to achieve the purpose of the conversation. From the above definition, it can be concluded that fluency is essential when speaking to achieve the goal of the conversation.

Language teaching aims to enable students to express and interpret messages in the communication process. Unlike other subjects, public speaking is dull because it must be practiced every time. Speaking involves several skills, such as vocabulary, pronunciation, grammar and fluency.

3. The importance of speaking

In this point of speaking, Richards expanded a three-part version of Brown and Yule's framework: talk as interaction, talk as a transaction, and talk as performance.

a. Talk as interaction

Talk as interaction refers to what we usually mean by “conversation” and describes an interaction that serves a primarily social function. When people meet, they exchange greetings, engage in small talk, recount recent experiences, and so on.

b. Talk as transaction

Talk as transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participant and how they interact socially with each other.

c. Talk as performance

The third type of talk that can usefully be distinguished has been called talk as performance. This refers to public talk that transmits information before an audience, such as classroom presentations, general announcements, and speeches.

4. Component of Speaking

There are several aspects to consider in speaking ability, as Brown (2003) identifies five aspects of speaking:

- a. Fluency, note how well students are speaking at the correct rate and how well they can connect their thoughts. Hughes (2003) described fluency as the ability to express oneself intelligibly, acceptably, and accurately without much delay.

- b. Vocabulary, achieving precision in vocabulary refers to the appropriate choice of words when speaking. Vocabulary refers to the proper selection of terms used in communication.
- c. Grammar refers to the grammatical control of speakers as they form a corrected sentence in a discussion.
- d. Pronunciation, the complement, can be a way of expressing dialect. Fauzi (2012) explains that pronunciation is completed with segmental features such as vowels, consonants, consonants stress, and intonation.
- e. Comprehension is understanding something rationally and bringing it to thought and reality. In other words, it is about how students understand the meaning or information of what they say.

Huges's (2003) classification of aspects of speech is almost identical to Brown's but includes (a) accent, (b) grammar, (c) vocabulary, (d) fluency, and (e) comprehension. Similarly, Hadley (2001) defines speech assessment criteria as communication, accuracy, fluency, vocabulary, and pronunciation. While Fauzi (2012, p. 7) "Elements involved in speech include phonetic, grammatical, lexical, affective and speech transcription."

Based on the above statement, it can be concluded that the aspects of speaking ability in this study. : (a) pronunciation skills, (b) grammar skills, (c) vocabulary mastery, (d) fluency in speech, and (d) comprehension of the topic of speech.

B. Improving Students Speaking Ability

Development in language teaching must depend partly on our ability to understand the effects of our methodology. Usually, the specialist researcher, materials writers, and methodologist are responsible for evaluating language-learning tasks. Of course, it is impossible to understand the consequences of everything we as a teacher do in the classroom. The particular exercises of interest here are those devoted to developing speaking and improving English speaking ability does not have to involve expensive courses. The most important part is to immerse yourself in the language and initiate conversations in English. We watch television programs such as news programs in which Standard English pronunciation is used. Listening to the radio is another option. As stated by Mitchell Joscelyn, the more sounds and language patterns you hear, the easier they will remember. The more the sounds are spoken, the more natural language will come to you.

Campbell points out that speaking involves one or more partners that create an understanding of each other and what was in mind first. This definition means that the person who becomes the speaker must use the tools of communication in that the listener can understand it.

Speaking has some components that are very important to know to build speaking ability. These are the basics of arranging sentences well and making a high sense of sentences. These are pronunciation, grammar, vocabulary, fluency, and comprehension. All of these have a strong connection with each other and cooperate in producing the best sentence that is expressed through oral

communication. One of the examples is vocabulary. No one can speak English if there is not enough vocabulary because it is the main component in expressing an idea, feeling, or thought.

C. Role Play

Role-playing is a popular pedagogical activity in communicative language teaching classes. Role play allows rehearsal time so students can map out what they will say. It lowers anxieties as students can, even for a few moments, take on the personality of someone other than themselves. Role play illustrates a particular paradigm condition on one thing in the community through scenarios, the actor who applies without providing verbal information will be seen by students' responses or other fellow actors. And also Role play is a planned learning activity designed to achieve specific educational goals. Thus, with role-play, students would have healthy preparation before speaking and have an excellent design to achieve the purpose of teaching and learning. The role-playing technique has been used successfully in various situations and institutions. According to the previous study mentioned by the researcher above, it could be proved that using role-play was successful in some research.

1. The steps of using role play

- **Planning and preparing**

This step included:

- a) Determined the materials
- b) Determined the number of students
- c) Chose the role play

d) Selected the situation and created the dialogue

- **Interaction**

This step included:

- Introduced the materials
- Told the rule to the students
- Designed the situation based on the topic
- Divided the role to each student
- Practiced by a group in front of the class

- **Reflection and evaluation**

This step included:

- Evaluated and check the students' comprehension

2. *Types of role play*

Based on Donn Byrne, role play could be divided into two groups: scripted and unscripted. As follows:

- **Scripted role play**

This type involves interpreting either the textbook dialogue or reading text in the form of speech. After all, the primary function of the text was to convey the meaning of language items in a memorable way.

- **Unscripted role play**

In contrast to scripted role-play, the situations of unscripted role-play did not depend on textbooks. It was known as free role play or improvisation. The students had to decide what language to use and how the conversation should

develop. To do this activity, good preparation from the teacher and students was necessary.

3. Reason for using role-play

There are many reasons why teachers use role-play in teaching speaking. By using role-play, students felt free to play, improvise, and create their ideas, and many students were more creative and active in playing their roles because it gave opportunities for the students to prepare. Furthermore, role-play in teaching speaking could train intellectual students and social imagination.

4. The purpose of role play

The primary purpose of role-playing was to develop speaking ability by inviting participants to engage with each other more directly and immediately through the use of roles. Moreover, the sense of role-playing are (a) projecting their own experiences to develop their own imaginative and emphatic capacities and (b) thinking about and discussing different facilitative responses. It meant the purpose of role-playing as an activity in which a person imitates, consciously or unconsciously, and a role uncharacteristic of the students to evolve their imagination.

5. The advantages of role play

Based on Sue Rogers and Julie Evans, role play strategy has some advantages and disadvantages, such as:

- Role play encourages representational thinking
- Role play helps children to develop perspective-taking skills

- Role play displays children's language competence
- Role play involves problem-solving
- Role play encourages turn-taking and negotiation
- In role-play, children have a strong to self generate themes
- Role play helps to establish and sustain children's peer culture

6. The disadvantages of Role play

- Role play will be difficult to conduct in a narrow room
- Spent a lot of time

D. Previous Study

There are several studies related to this research. In this section, the four (4) previous studies will be explained with their similarities and differences associated with this research.

First, Sholiha (2020) with skripsi under the title *The Implementation of Role Play to Improve the Students' Speaking Achievement at the 7th Grade of SMP Negeri 6 Jember*. The focus of this research was the significant effect of the role-playing strategy on the students speaking achievement. It was conducted by using classroom action research. The participants of this research are the 7th grade of SMP Negeri 6 Jember in the academic year 2019/2020. The researcher conducted this research in (VII B) class which consists of 32 students. This research was carried out in one cycle. In one process, there were some steps, namely planning, implementing, observing, and reflecting. This research data was completed using the speaking test, observation, interview, and document review. After using the role-playing strategy, the students' speaking achievement

improved, such as in vocabulary, fluency, and intonation. The result of students' scores proved it. The student's average score after implementing role play was 70,3, and the percentage of students who achieved the minimum standard score (KKM 70) was 51.6%. This result could be said to be successful because it was appropriate with the criteria of success in this research, that the students reach the minimum score (70) equal to or higher than 50%. Thus, it is concluded that the role-playing strategy could improve the students' speaking achievement.

Second, Prima (2018), with the thesis title, is *Improving Students' Speaking Skill Using Role Play in English Extracurricular Class in SMP Pangudi Luhur 1 Yogyakarta*. This research aimed to answer two research problems. 1). What are the challenges of implementing role-play activities in SMP Pangudi Luhur 1 Yogyakarta based on Paskasari's designed material? 2). What are the students' attitudes on role-play learning? This research used the classroom action research method to implement an extracurricular material designed by an ELESP graduate in SMP Pangudi Luhur 1 Yogyakarta. This method had four steps in each cycle: plan, action, observation, and reflection. This research was conducted in two cycles; each process consisted of two meetings. It was based on the permitted time to complete research in that school. The research participants were 35 students of VII D year 2016/2017 in SMP Pangudi Luhur 1 Yogyakarta. The researcher used interviews, observation checklists, field notes, tests, and students' reflections to collect the data. The researcher used the qualitative method to analyze the data. Based on the two research problems above, the researcher divided the research results into two aspects. Firstly, role-play learning showed

two challenges: the students could not focus on the learning process. This was because of the noise made by many students in the class. Secondly, aside from the challenges, students' attitudes toward role-play learning showed positive direction, as proven by the students' reflection sheet. The students expressed that they enjoyed the learning process using role-play activities. Nevertheless, they admitted that they should have more courage to perform, focus on the learning process and follow the lesson well.

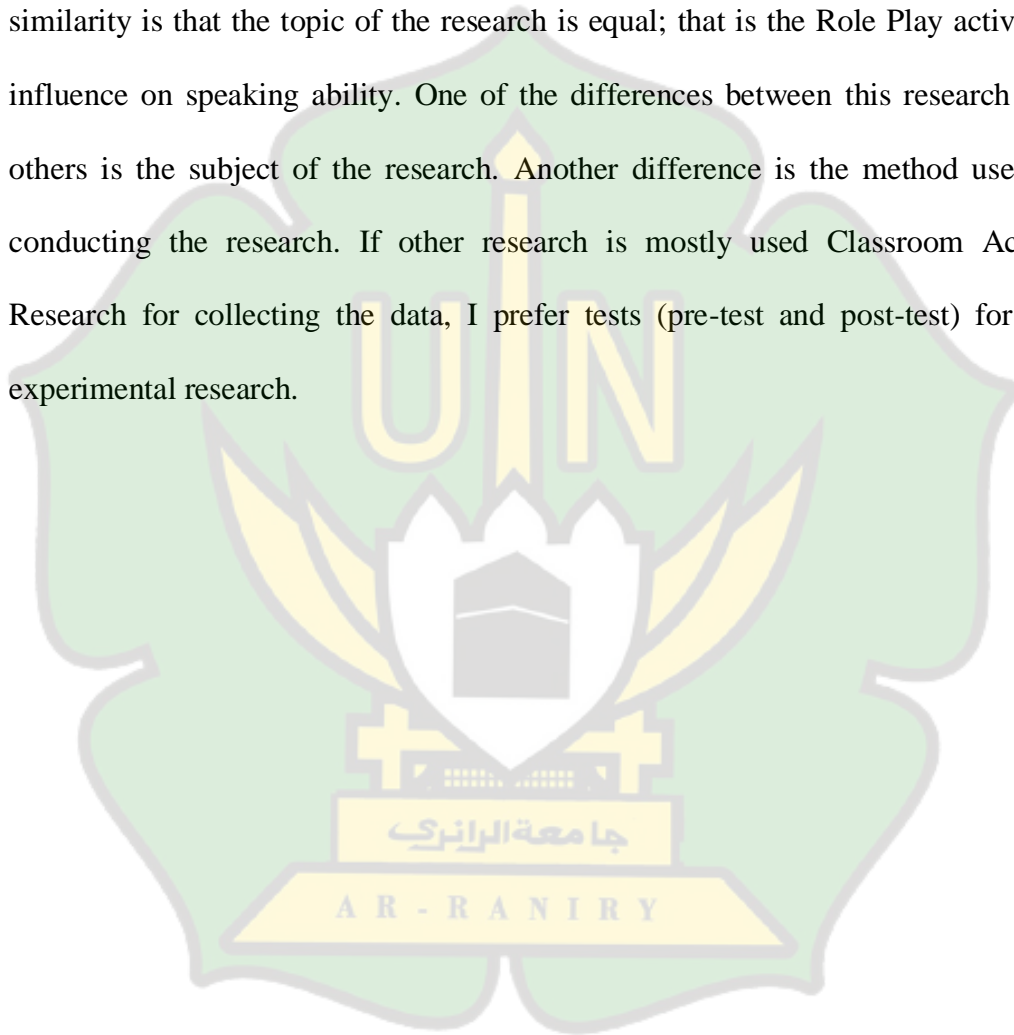
Third, Sari (2011), with the thesis entitled *Improving Students' Speaking Ability by Using Role Play*. This research used Classroom Action Research (CAR) to solve the students' problem with English Speaking. The Classroom Action Research (CAR) was based on Kurt Lewin's design. The writer did two cycles, each consisting of planning, acting, observing, and reflecting. The data were gathered through qualitative and quantitative data. The qualitative data were gained by analyzing the interview and observation results. Then, quantitative data were obtained from the students' speaking scores on the pretest and posttest, and questionnaire. The finding of this research indicated that the implementation of the role-play technique was successful since the success criteria were achieved. The first criterion was 75% of students could pass the target score ≥ 65 based on the KKM. The finding showed that 84.21% of students had already achieved the target score. The second criterion was the students who become more actively involved in teaching-learning. The observation, interview, and questionnaire results showed that students were actively involved in the classroom using the role-playing technique.

Fourth, Irianti's (2011) thesis title is *Using Role Play in Improving Students' Speaking Ability*. This research uses Classroom Action Research (CAR). The Classroom Action Research used in this research adopts Kurt Lewin's design; it consists of 2 cycles. Every cycle consists of four phases: planning, acting, observing, and reflecting. The subject of this research is the students in VIII.I class of SMP PGRI II Ciputat. This research uses observation, questionnaires, and tests to collect the data. Based on the research findings, using the role-play technique in teaching speaking is a success since the success criteria were achieved. The criterion of action success is 75% of students could achieve the target score of the minimal mastery level criteria or KKM of English lesson was 65 (sixty-five). The research findings are: first, related to the test result, and they were four students, or 11.11% of students in the class, who achieved the minimal mastery level criterion or KKM in the pretest. Next, in the result of the posttest in cycle 1, 13 or 36.11% of students achieved the minimal mastery level criterion or KKM.

Next, in the result of the posttest in cycle 2, they were 32 or 88.88% of students in the class who achieved the minimal mastery level criterion or KKM. Second, related to the observation result showed that the students were braver and more confident in speaking. It can be seen from their participation in the class, their participation in the conversation, and their performance. Third, related to the questionnaire result, it is proved that the students' response toward the teacher's professionalism and their interest in learning to speak using role play technique is 75.00% and 78.57%, which means it falls into the solid and robust category. It can

be concluded that most students love role-play techniques. Moreover, they admitted that their speaking ability is improved.

According to the four previous studies that were mentioned above, there are some differences and similarities between those studies and this research. The similarity is that the topic of the research is equal; that is the Role Play activities influence on speaking ability. One of the differences between this research and others is the subject of the research. Another difference is the method used in conducting the research. If other research is mostly used Classroom Action Research for collecting the data, I prefer tests (pre-test and post-test) for my experimental research.



CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the research methodology will be discussed. The methodology includes the research design, research sites and participants, methods of data collection, and data analysis method.

A. Research Design

Many different sorts of research designs can be used to perform a study. Griffee (2012) stated that a research design is an operating model or blueprint for a research project that accounts for internal and external reasoning (causality and generalization ability). This research examines the use of role-play activities in improving students' speaking skills. Therefore, a quantitative research method is utilized.

This research was designed based on quantitative research. According to Tambunan (2010), Quantitative research is inquiry employing operational definition to generate numeric data to answer predetermined hypothesis or question. This research was conducted by applying Quasi-Experimental design to know the effect of applying role play effectivities in improving students speaking ability. According to Anthony et al (2006). Quasi-experiments are studies that aim to evaluate interventions but that do not use randomization.

Similar to randomized trials, quasi-experiments aim to demonstrate causality between an intervention and an outcome. In this the researcher will experiment with the participants, the quasi-experimental research design with an

experimental group (X) and control group (Y) is considered to be applied. The scores of both the pre-test and post-test will be compared and evaluated to determine whether there is a significant increase or not. The use of the quasi-experimental method is based on the consideration that in the implementation of this research learning takes place naturally, and students do not feel that they are being experimented on, so that with such a situation it is hoped that it can contribute to the level of research validity.

B. Research Site and Participants

The research will be conducted at SMA Babul Maghfirah Boarding School in Lam Alue Cut, Kuta Baro, Aceh Besar. The population of this research was all students of SMA Babul Maghfirah Boarding School in grade X who had English as a subject in their class. The class consisted of five classes; XA, XB, XC, XD, and XE, a total of 150 female and male students.

A sample must be chosen to represent the population. There are many types of taking sample research, such as random sampling, cluster sampling, systematic sampling, convenience sampling, snowball sampling, quota sampling, and judgmental or purposive sampling. The sample chosen for this research are 60 students consisting of two classes (XC and XD) using random sampling. Each class consisted of 30 students. This research included two groups: the experimental group and the control group. The experimental group used Role play activities in the teaching-learning process, and the control group used the conventional learning method. The detail showed as below:

Table 3.1 The Research Design

Group	Pre-test	Treatment	Post-test
Experimental(X)	√	Role Play	√
Control(Y)	√	Discussion and Lecturing	√

C. Methods of Data Collection

To get information, I utilize questionnaire and a test for collecting the information, comprising pre-tests and post-tests. Collecting information is to get data related to the research questions.

1. Experimental Teaching

During this research, I conducted experimental teaching in the first grade at SMAS Babul Magfirah Boarding School. I used Role play as a method in teaching speaking experimental class. The role play was used to improve students' speaking abilities. There are five meetings in total for this experimental teaching. Each meeting lasted 1 hour and 40 minutes, and below are the details of every meeting:

a. First Meeting

At the first meeting, I introduced myself and told the students about the purpose of my attendance. I then explained what Role Play is and the learning procedures. After that, I did a pre-test to measure the students' speaking ability before the treatment by conducting a dialogue, asking them questions related to the tourist attractions, namely Niagara Falls. Student presentations will be recorded for my convenience to analyze their speaking ability on the five criteria.

b. Second Meeting

At this meeting, I started to apply role-playing activities in teaching speaking. First, I started the lesson with the preparation of a warm-up by asking questions related to the research topic and the study material. Second, choose players by dividing students into pairs. Then each team takes the dialogue text provide by the teacher to play. Third, appoint a partner who is a spectator as an observer. Fourth, the pairs are invited to role-play one by one, and each group is given 3 minutes. When it is finished, I will conduct a discussion and evaluation.

c. Third Meeting.

I provided a stimulus at this meeting by asking research-related questions and starting the procedure again. Each pair takes a different dialogue text with the theme of the previous session to play a role, given 3 minutes to the couples who are in the audience as observers.

d. Fourth Meeting

This meeting is the last meeting for the implementation of role playing activities. At this meeting, I invite students to play the role again with their partners. However, the teacher does not provide dialogue, but asks students to create their own dialogue based on the descriptive text distributed by the teacher. Then act it out. After all the pairs had played their roles, I asked a few of them to explain again what was discussed during the role plays.

e. Fifth Meeting

At the last meeting, I asked about the role-play activities carried out in three sessions. After that, I gave a post-test to the students by asking them to describe a tourist spot, namely Niagara Falls. I did the same steps as in the pre-test by recording the presentation for analysis. This post-test aims to determine the improvement of students' speaking ability after implementing role-play activities. In the end, I distributed a questionnaire to each student in the experimental class to determine their perception of the application of role-play activities in improving their speaking ability.

2. Test

The word test can be in the form of a noun or verb. As a noun, it defines as a way of discovering, by questions or practical activities, what someone knows, or what someone or something can do or is like the class is doing or having a spelling test today. As a verb, the test gives someone a set of questions to measure their knowledge or ability. Those definitions are taken from the Cambridge dictionary. In brief, the test could be a set of questions or exercises, as well as another instrument, utilized to survey an individual's or bunch skills, insights, capacity, or ability.

In collecting information, I utilized the test to know students' capacity in speaking. Two sorts of tests are connected in this inquiry: pre-test and post-test. The pre-test is a test performed sometime recently during the treatment. The reason for pre-testing is to set up baseline information. In other words, it decides the circumstance sometime recently the therapy is implemented. The post-test is

the comparative test to the pre-test, carried out after the treatment takes place. (Griffie, 2012)

Both pre-test and post-test were in the shape of a speaking test. Five criteria are considered to be measured. Those criteria are in terms of pronunciation, grammar, Vocabulary, fluency, and comprehension, as Arthur Huges states, the components of speaking;

a. Pronunciation

Table 3.2 English Language Assesment

Score	Description
1	Pronunciation is frequently difficult to understand.
2	Understanding is difficult due to many egregious blunders and a thick accent, which necessitates extensive repeating.
3	The "foreign accent" necessitates careful attention, and mispronunciation can lead to misunderstandings and apparent grammatical or lexical problems.
4	There is a distinct "foreign accent" and a few mispronunciations that do not obstruct understanding.
5	There were no obvious mispronunciations, yet the speaker could not be mistaken for a native speaker.
6	There is no indication of a "foreign accent" in this native speech.

b. Grammar

Score	Description
1	Except in standard phrases, grammar is almost entirely incorrect.
2	Repeated errors demonstrating control of only a few major patterns and frequently obstructing dialogue.
3	Frequent blunders that reveal an uncontrollable main trend, generating annoyance and misunderstanding.
4	Occasional errors demonstrating a lack of control over particular patterns but no flaws that lead to confusion.
5	Errors are few, and there is no pattern of failure.
6	During the interview, make no more than two mistakes.

c. Vocabulary

Score	Description
1	Vocabulary insufficient for even the most basic conversations.
2	Basic personal and survival vocabulary (time, food, transportation, family, etc.) is restricted.
3	Inaccurate word choice and language limits prevent discussion of some popular professional and social themes.
4	Professional vocabulary adequate for discussing special interests; generic vocabulary allows for some circumlocutions in discussing any non-technical issue.
5	Broad and precise professional vocabulary; general vocabulary

adequate to deal with complicated practical problems and a wide range of social circumstances.

- 6** Vocabulary that appears to be as precise and comprehensive as that of a natural speaker who has been schooled.
-

d. Fluency

Score	Description
1	Conversation is nearly impossible due to the halting and fragmented nature of speech.
2	Except for short or customary utterances, speech is slow and unsteady.
3	Speech is hesitant and choppy, and phrases are frequently left unfinished.
4	Speech is hesitant at times, with some unevenness induced by rephrasing and word groping.
5	Speech is effortless and fluent, but the speed and evenness are noticeably non-native.
6	As natural and effortless as a native speaker on all professional and popular topics.

e. Comprehension

Score	Description
1	For the most basic form of communication, I know too little.
2	Requires considerable repetition and rephrasing to understand only

slow, extremely simple discourse on typical social and touristy issues.

- 3 When engaged in a conversation, understands careful, slightly simplified communication, but may require a lot of repetition and rephrasing.
 - 4 When engaged in a discourse, understands standard educated speech pretty well, but requires periodic repetition and rephrasing.
 - 5 Understands everything in a regular educated discussion, with the exception of particularly colloquial or low frequency things, or speech that is unusually quick or slurred.
 - 6 Knows all that an educated native speaker should know in both formal and informal discourse.
-

The test was verified by the experts before the distribution to measure the validity of the instruments.

3. Questionnaire

This research adapted and modified the questionnaire from Cristina Hasibuan, which consisted of 20 questions. The purpose of the questionnaire in this research is to know the students' responses toward the teaching-learning activity during experimental research.

D. Methods of Analysis

This research uses the quantitative method to gain the data that will be analyzed by considering the test score. It is not only the result of the test that were analyzed but also the result of the questionnaires given to the participants as an individual reflection toward role-play model in improving their speaking ability.

1. Data Analysis of Test

In analyzing the collected data, I used formulas consisting of mean, standard deviation, and t-test. The mean procedure was adopted from a statistic book by Hasan (2008).

a. Mean

The student's average score is called the mean. The following formula is used to calculate the mean:

$$\bar{x} = \frac{\sum x}{n} = \frac{x_1 + x_2 + \dots + x_n}{n}$$

The description above symbolization as:

- X : the average score
 $\sum X$: the sum of data
 n : the number of data

b. Standard Deviation

The standard deviation used to measure students' score and the formula used as follow:

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

The description above symbolization as:

S_D = standard deviation

D = differences between pre-test and post-test

N = number of data

c. T-test

The t-test is a statistical test for comparing the means of two groups. Because the groups consist of experimental and control group, I used a paired t-test in this research. The formula used as Ary (2010):

$$T = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

The description above symbolization as:

T : t-test value

D : average difference

$\sum D^2$: different score pre-test and post-test

$(\sum D)^2$: difference score experimental and control group

N : the number of data

2. *Statistical Hypothesis*

The hypothesis is adapted from sugiyono (2019) therefore the statistical hypothesis of this research is symbolized into:

- H_a is accepted if $t\text{-test} > t\text{-table}$ and H_o is rejected
- H_o is accepted if $t\text{-test} < t\text{-table}$ and H_a is rejected



CHAPTER IV

THE FINDINGS AND DISCUSSIONS

In this chapter, the research findings are described, including the data analysis of pre-test and post-test, data analysis using t-test, the hypothesis analysis, the analysis of the questionnaire, and the discussion of the research.

A. Findings

This research applied the Role Play method to improving students' speaking ability. It was conducted at SMAS Babul Maghfirah Boarding School grade X. Two classes were taken to participate in this research. Below are the analysis of the data and the analysis of the hypothesis.

1. Data Analysis

The data of this research were taken from the result of the oral test in terms of pre-test and post-test. This research data were taken from the effect of verbal tests in speaking form. The participants were divided into two groups: the experimental and the control group. Both groups were given an equivalent oral examination in the pre-test and post-test. Therefore, I took the students' scores as the data and presented them in the table.

a. Pre-test

Table 4.1 The Students' Pre-test Score in Experimental Group

No	Students' Initial Names	Aspects of speaking				Comprehension	Total Score	Pre-test
		Accent	Grammar	Fluency	Vocabulary			
1.	AS	2	3	3	3	4	15	50
2.	AS	3	4	4	2	4	17	56
3.	ASA	3	3	4	4	3	17	56
4.	AA	4	3	4	2	3	16	53
5.	APS	4	3	4	3	4	18	60
6.	AR	3	3	3	4	4	17	56
7.	DM	3	3	3	3	3	15	50
8.	FZ	2	2	3	3	4	14	46
9.	FR	3	4	3	4	3	17	56
10.	IF	4	4	4	4	4	20	66
11.	IS	4	4	3	3	3	17	56
12.	IPM	3	3	3	3	4	16	53
13.	KZ	3	3	2	4	4	14	46
14.	MD	2	3	2	3	4	14	46
15.	MA	3	4	3	4	4	18	60
16.	MI	4	4	3	3	3	17	56
17.	MJ	2	2	4	4	4	16	53
18.	MZ	3	3	3	3	3	15	50
19.	MA	3	3	3	4	4	17	56
20.	NA	4	4	4	4	4	20	66
21.	OW	3	4	4	4	3	18	60
22.	RM	4	3	4	4	3	16	53
23.	RMR	4	4	3	3	3	17	56
24.	RF	3	4	4	4	3	18	60
25.	RS	4	4	4	4	4	20	66
26.	SK	3	3	3	4	4	17	56
27.	SKM	2	3	2	4	4	15	50
28.	WHZ	4	4	4	4	4	20	66
29.	YM	3	3	3	3	3	15	50
30.	ZK	3	3	2	3	3	14	46
	Total	95	100	98	104	106		1654

From the table 4.1, the total pre-test experimental group score was

1654 with the number of students was 30. Therefore, students' mean was:

$$X = \frac{\sum x}{n}$$

$$X = \frac{1654}{30}$$

$$X = 55.13$$

Table 4.2 The Students' Pre-test Score in Control Group

No	Students' Initial Names	Aspects of speaking				Comprehension	TotalScore	Pre-test
		Accent	Grammar	Fluency	Vocabulary			
1.	AW	2	4	4	4	3	17	56
2.	AZ	3	3	2	2	4	14	46
3.	AI	3	3	3	3	2	14	46
4.	ADJ	3	4	2	3	3	15	50
5.	A	4	4	3	2	3	16	53
6.	DM	3	4	4	3	3	17	56
7.	DC	4	4	4	2	3	17	56
8.	FA	3	3	3	2	4	15	50
9.	FR	3	3	3	3	3	15	50
10.	HA	4	4	4	4	4	20	66
11.	IF	4	4	3	3	2	16	53
12.	IM	3	3	3	3	3	15	50
13.	IA	3	2	3	3	2	13	43
14.	KF	4	4	4	4	4	20	66
15.	MDN	4	4	3	3	3	17	56
16.	MH	3	2	2	4	4	15	50
17.	MA	2	3	3	3	3	14	46
18.	MH	2	2	4	4	3	15	50
19.	MFNH	4	4	3	2	4	17	56
20.	MK	3	3	4	3	3	16	53
21.	MR	3	3	3	3	3	15	50
22.	MK	3	3	4	4	4	18	60
23.	MT	2	2	3	3	4	14	46
24.	RM	4	4	4	4	4	20	66
25.	RYH	4	4	3	3	2	16	53
26.	SH	3	3	4	2	2	14	46
27.	SAN	4	4	3	3	3	17	56
28.	SS	3	3	2	2	4	14	46
29.	UD	3	3	4	2	3	15	50
30.	YM	4	4	2	3	2	15	50
	Total	97	100	96	89	94		1575

From the table 4.2 the total pre-test control group score was 1575 with the number of students was 30. Therefore, students' mean was:

$$X = \frac{\sum x}{n}$$

$$X = \frac{1575}{30}$$

$$X = 52.5$$

b. Post-test

Table 4.3 The Students' Post-test Score in Experimental Group

No	Students' Initial Names	Aspect of Speaking				Comprehension	Total Score	Post-test
		Accent	Grammar	Fluency	Vocabulary			
1.	AS	5	6	6	6	6	29	96
2.	AS	5	5	5	5	5	25	83
3.	ASA	4	4	5	5	6	24	80
4.	AA	6	6	6	5	6	29	96
5.	APS	5	5	5	5	5	25	83
6.	AR	5	5	5	6	6	27	90
7.	DM	5	4	6	5	6	26	86
8.	FZ	5	5	6	6	5	27	90
9.	FR	5	5	5	5	5	25	83
10.	IF	6	6	6	6	6	30	100
11.	IS	6	6	5	5	5	27	90
12.	IPM	5	5	5	5	6	26	86
13.	KZ	5	5	4	6	6	26	86
14.	MD	4	5	4	5	6	24	80
15.	MA	5	6	5	6	6	28	93
16.	MI	6	6	5	5	5	27	90
17.	MJ	4	4	6	6	6	26	86
18.	MZ	5	5	5	5	5	25	83
19.	MA	5	5	5	6	6	27	90
20.	NA	6	6	6	6	6	30	100
21.	OW	5	6	6	6	5	28	93
22.	RM	6	5	6	6	5	28	93
23.	RMR	6	6	5	5	5	27	90
24.	RF	5	6	6	6	5	28	93
25.	RS	6	6	6	6	6	30	100
26.	SK	6	6	6	6	6	30	100

27.	SKM	4	5	4	6	6	24	80
28.	WHZ	6	6	6	6	6	30	100
29.	YM	5	5	5	5	5	25	83
30.	ZK	6	6	5	6	6	29	96
	Total	157	161	159	165	167		2699

From the table 4.3 the total post-test experimental group score was 2699 with the number of students was 30. Therefore, students' mean was:

$$X = \frac{\sum x}{n}$$

$$X = \frac{2699}{30}$$

$$X = 89.9$$

Table 4.4 The Students' Post-test Score in Control Group

No	Students' Initial Names	Aspects of speaking					Total Score	Post-test
		Accent	Grammar	Fluency	Vocabulary	Comprehension		
1.	AW	3	4	5	5	4	21	70
2.	AZ	4	4	3	3	5	19	63
3.	AI	4	4	4	4	3	19	63
4.	ADJ	4	4	3	3	4	18	60
5.	A	4	4	3	3	3	17	56
6.	DM	4	4	4	4	4	20	66
7.	DC	5	5	5	3	4	22	73
8.	FA	4	4	4	3	4	19	63
9.	FR	3	3	3	3	3	15	50
10.	HA	4	4	4	4	4	20	66
11.	IF	4	5	5	4	5	23	76
12.	IM	4	4	4	4	4	20	66
13.	IA	4	3	4	4	3	18	60
14.	KF	4	4	4	4	4	20	66
15.	MDN	4	4	4	4	4	20	66
16.	MH	4	3	3	4	4	18	60
17.	MA	3	4	4	4	3	18	60
18.	MH	3	3	4	4	3	17	56
19.	MFNH	4	4	4	3	4	19	63
20.	MK	4	4	4	3	3	18	60

21.	MR	4	4	4	4	4	20	66
22.	MK	4	4	4	4	4	20	66
23.	MT	3	3	4	4	3	17	56
24.	RM	4	4	4	4	4	20	66
25.	RYH	5	4	4	4	3	20	66
26.	SH	3	3	3	3	3	15	50
27.	SAN	4	4	4	3	3	17	56
28.	SS	4	4	3	3	3	17	56
29.	UD	4	4	3	3	3	17	56
30.	YM	4	4	3	4	3	18	60
Total		117	116	114	109	108	1861	

From the table 4.4 the total post-test control group score was 1861 with the number of students was 30. Therefore, students' mean was:

$$X = \frac{\sum x}{n}$$

$$X = \frac{1861}{30}$$

$$X = 62.03$$

c. Data Analysis Using T-test

Table 4.5 The Result of Students' Score in Experimental Group

No	Student's Initial Names	The Score		D	D ²
		Pre-test	Post-test		
1.	AS	50	96	46	2116
2.	AS	56	83	27	729
3.	ASA	56	80	24	576
4.	AA	53	96	43	1849
5.	APS	60	83	23	529
6.	AR	56	90	34	1156
7.	DM	50	86	36	1296
8.	FZ	46	90	44	1936
9.	FR	56	83	27	729
10.	IF	66	100	34	1156
11.	IS	56	90	34	1156
12.	IPM	53	86	33	1089
13.	KZ	46	86	40	1600
14.	MD	46	80	34	1156
15.	MA	60	93	33	1089
16.	MI	56	90	34	1156

17.	MJ	53	86	33	1089
18.	MZ	50	83	33	1089
19.	MA	56	90	34	1156
20.	NA	66	100	34	1156
21.	OW	60	93	33	1089
22.	RM	53	93	40	1600
23.	RMR	56	90	34	1156
24.	RF	60	93	33	1089
25.	RS	66	100	34	1156
26.	SK	56	100	44	1936
27.	SKM	50	80	30	900
28.	WHZ	66	100	34	1156
29.	YM	50	83	33	1089
30.	ZK	46	96	50	2500
Σx		1654	2699	1045	37479
X		55.13	89.9	34.77	1.249,3

The table shows the total mean scores in differences between the post-test and pre-test of the experimental group were 34.77. The data showed that there was a significant improvement in students' speaking ability after they received the treatments by using Role Play.

To know the differences between the pre-test and post-test can be seen by using the formula as follow:

$$SD = \sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N - 1}}$$

$$SD = \sqrt{\frac{37479 - \frac{(1045)^2}{30}}{30 - 1}}$$

$$SD = \sqrt{\frac{37479 - \frac{1092025}{30}}{29}}$$

$$SD = \sqrt{\frac{37479 - 36400.83}{29}}$$

$$SD = \sqrt{\frac{1.078.17}{29}}$$

$$SD = \sqrt{37.178}$$

$$SD = 6,09$$

From the result above, it can be seen that the standard deviation in experimental group was 6.09. T-test formula below is used to get the t-test score of Experimental Group.

$$T = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$T = \frac{34.8}{\sqrt{\frac{37479 - \frac{(1045)^2}{30}}{30(30-1)}}$$

$$T = \frac{34.8}{\sqrt{\frac{37479 - \frac{1092025}{30}}{30(29)}}$$

$$T = \frac{34.8}{\sqrt{\frac{37479 - 36400}{870}}$$

$$T = \frac{34.8}{\sqrt{\frac{1079}{870}}}$$

$$T = \frac{34.8}{\sqrt{1.240}}$$

$$T = \frac{34.8}{1.113}$$

$$T = 31.26$$

The explanation above shows the result of t-test in experimental group was 31.26. Tok now the standard deviation and T-test value in control group can be seen in table 4.6

Table 4.6 The Result of Students' Score in Control Group

No	Student's Initial Names	The Score		D	D ²
		Pre-test	Post-test		
1.	AW	56	70	14	196
2.	AZ	46	63	17	289
3.	AI	46	63	17	289
4.	ADJ	50	60	10	100
5.	A	53	56	3	9
6.	DM	56	66	10	100
7.	DC	56	73	17	289
8.	FA	50	63	13	169
9.	FR	50	50	0	0
10.	HA	66	66	0	0
11.	IF	53	76	23	529
12.	IM	50	66	16	256
13.	IA	43	60	17	289
14.	KF	66	66	0	0
15.	MDN	56	66	10	100
16.	MH	50	60	10	100
17.	MA	46	60	14	196
18.	MH	50	56	6	36
19.	MFNH	56	63	7	49
20.	MK	53	60	7	49
21.	MR	50	66	16	256
22.	MK	60	66	6	36
23.	MT	46	56	10	100
24.	RM	66	66	0	0
25.	RYH	53	66	13	169
26.	SH	46	50	4	16
27.	SAN	56	56	0	0

28. SS	46	56	10	100
29. UD	50	56	6	36
30. YM	50	60	10	100
$\sum x$	1575	1861	286	3858
\bar{X}	52.5	62.03	9.5	128.6

From the table, the total mean scores in differences between post-test and pre-test of control group was 9.5. The data showed that there was no significant improvement on students' speaking ability by using discussion and lecturing method of learning. To know the differences between pre-test and post-test, can be seen by using the formula as follow:

$$SD = \sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N - 1}}$$

$$SD = \sqrt{\frac{3858 - \frac{(286)^2}{30}}{30 - 1}}$$

$$SD = \sqrt{\frac{3858 - \frac{81796}{30}}{29}}$$

$$SD = \sqrt{\frac{3858 - 2726.5}{29}}$$

$$SD = \sqrt{\frac{1.131.5}{29}}$$

$$SD = \sqrt{39.0}$$

$$SD = 6,24$$

From the result above can be seen that the standard deviation in control group was 6.24. T-test formula below is used to get the t-test score of control group

$$T = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$T = \frac{9.5}{\sqrt{\frac{3858 - \frac{(286)^2}{30}}{30(30-1)}}$$

$$T = \frac{9.5}{\sqrt{\frac{3858 - \frac{81796}{30}}{30(29)}}$$

$$T = \frac{9.5}{\sqrt{\frac{3858 - 2726.5}{870}}}$$

$$T = \frac{9.5}{\sqrt{\frac{1.1315}{870}}}$$

$$T = \frac{9.5}{\sqrt{1.300}}$$

$$T = \frac{9.5}{1.14}$$

$$T = 8.33$$

The explanation above shows the T-test result of both experimental and control group research. It can be concluded that students' speaking ability

improved significantly after teaching using Role play during the research rather than the control group.

2. The Hypothesis Analysis

The criteria of the hypothesis that has been mentioned before are:

- a. If $t\text{-test} > t\text{-table}$, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. It means that there is significant between Role Play in improving speaking skill.
- b. If $t\text{-test} < t\text{-table}$, the null hypothesis (H_o) is accepted and the alternative hypothesis (H_a) is rejected. It means that there is no significant between Role Play in improving speaking skill.

T-table is used to analyze the hypothesis at significant level of 0.05. The hypothesis testing criterion is as follows: if $t\text{-test} > t\text{-table}$, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. Furthermore, the t-table with 0.05 level and degree of freedom (df) $n-1= 60 - 1= 59$ is 2.00 and (df) $60 - 1= 59 - 1 = 58$ is 2.00. The Experimental group's t-test was 31.26, and the t-table was 2.00. The t-test value was greater than the t-table value ($31.26 > 2.00$), indicating that the t-test hypothesis was accepted (H_a). As a result, the role play activities improve students' speaking ability.

3. The Analysis of Questionnaire

In order to get accurate data on the students' perception toward the using of the Role Play to improve students speaking ability. The researcher distributed

the questionnaires to 30 students. It consisted of 20 questions in a closed form. As mentioned in chapter III, the researcher used the following formula:

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

Note:

P : Percentage

N : Number of sample

F : Frequency of respondents

100% : Constant value

Furthermore, the result of questionnaire will be elaborated in the following table:

Table 4.7 Analysis of questionnaire

No	Statement	Strongly Disagree		Disagree		Uncertain		Agree		Strongly Agree	
		F	P	F	P	F	P	F	P	F	P
1.	I am interested in the use of role play in speaking class	1	3.33%	2	6.66%	1	3.33%	13	43.33%	13	43.33%
2.	I enjoy having role play	1	3.33%	1	3.33%	5	16.66%	14	46.66%	9	30%
3.	I agree that role play is an effective technique to learn speaking	0	0	0	0	0	0	13	43.33%	17	56.66%
4.	The material in my class is suitable to be taught through role play	0	0	0	0	3	10%	14	46.66%	13	43.33%
5.	I feel challenged to speak when my class conducts the role play	0	0	0	0	1	3.33%	9	30%	20	66.66%
6.	I feel satisfied in using role play	0	0	2	6.66%	10	33.33%	9	30%	9	30%
7.	I feel confident in presenting the play	0	0	4	13.33%	10	33.33%	9	30%	7	23.33%
8.	I am able to present the material very well in my Play	0	0	1	3.33%	8	26.66%	13	43.33%	8	26.66%
9.	Role play allows students to speak naturally	0	0	0	0	1	3.33%	10	33.33%	19	63.33%
10.	Role play develops	0	0	0	0	0	0	7	23.33%	23	76.66%

	the students' creativity											
11.	I get more experience through role play	0	0	0	0	1	3.33%	13	43.33%	16	53.33%	
12.	Through role play, I can be more active to speak	0	0	2	6.66%	2	6.66%	16	53.33%	10	33.33%	
13.	I am more motivated to speak by using role play	0	0	1	3.33%	1	3.33%	19	63.33%	9	30%	
14.	I believe that I can get a better progress in learning by having role play	0	0	0	0	0	0	18	60%	12	40%	
15.	I have more practice to speak when using role play	0	0	0	0	0	0	13	43.33%	17	56.66%	
16.	I pay attention when my friends perform their play	1	0	5	16.66%	7	23.33%	9	30%	8	26.66%	
17.	My vocabulary has improved through role play	0	0	0	0	3	10%	12	40%	15	50%	
18.	My speaking fluency has improved through role play	0	0	0	0	6	6.66%	11	36.66%	13	43.33%	
19.	My Pronunciation has improved through role play	0	0	0	0	5	16.66%	13	43.33%	12	40%	
20.	My grammar has improved through role play	0	0	0	0	6	6.66%	13	43.33%	11	36.66%	

Table 4.7 describes the percentage of each statement in the questionnaire.

Overall, students agree with the statement. There are five kinds of statements.

First, a statement regarding the introduction of role-playing activities: the 3rd and 4th statements: in this statement, most participants agreed that role play is an effective technique so that material in class is appropriate to be taught through role-playing.

Second, related to students' perceptions of the learning process that has been carried out using role play, statements 2nd, 5th, 7th, 8th, 9th, 10th, 12th, 13th, 15th, and 16th statements. This method can motivate students to learn

English, which helps teachers arouse their interest and pleasure in learning, especially speaking.

Third, the research results show that students respond positively to the teaching method based on 1st statement. Fourth, students agree and strongly agree with using role play to improve students English speaking skills. This is evidenced by the responses of respondents to the questionnaire. This perception is shown by the 17th, 18th, 19th, and 20th statements. Most students agree and strongly agree that role-playing activities can improve their English speaking skills.

Fifth, evaluation statement regarding the implementation of role-playing. That is the 6th, 11th, and 14th statements. They gain a lot of experience by implementing role play, which makes them satisfied, and they believe that they can make progress speaking English by using role-play. In conclusion, most participants agreed and strongly agreed that they could speak English after the teacher carried out the role play. In addition, they enjoy learning to speak English using role play and are motivated to learn to speak English. Implementing role-playing games improves students' speaking ability, which is an effective and suitable method for teaching English.

B. Discussion

In this research there are two variables, namely the independent variable and the dependent variable. The independent variable is the treatment variable or intentionally manipulated to determine its intensity on the dependent variable. The dependent variable is the variable that arises as a result of the independent variable, therefore the dependent variable is a benchmark or indicator of the success of the independent variable. The use of role-play in the independent variable (X) experimental class. While student learning outcomes related to speaking skills are placed as the dependent variable (Y).

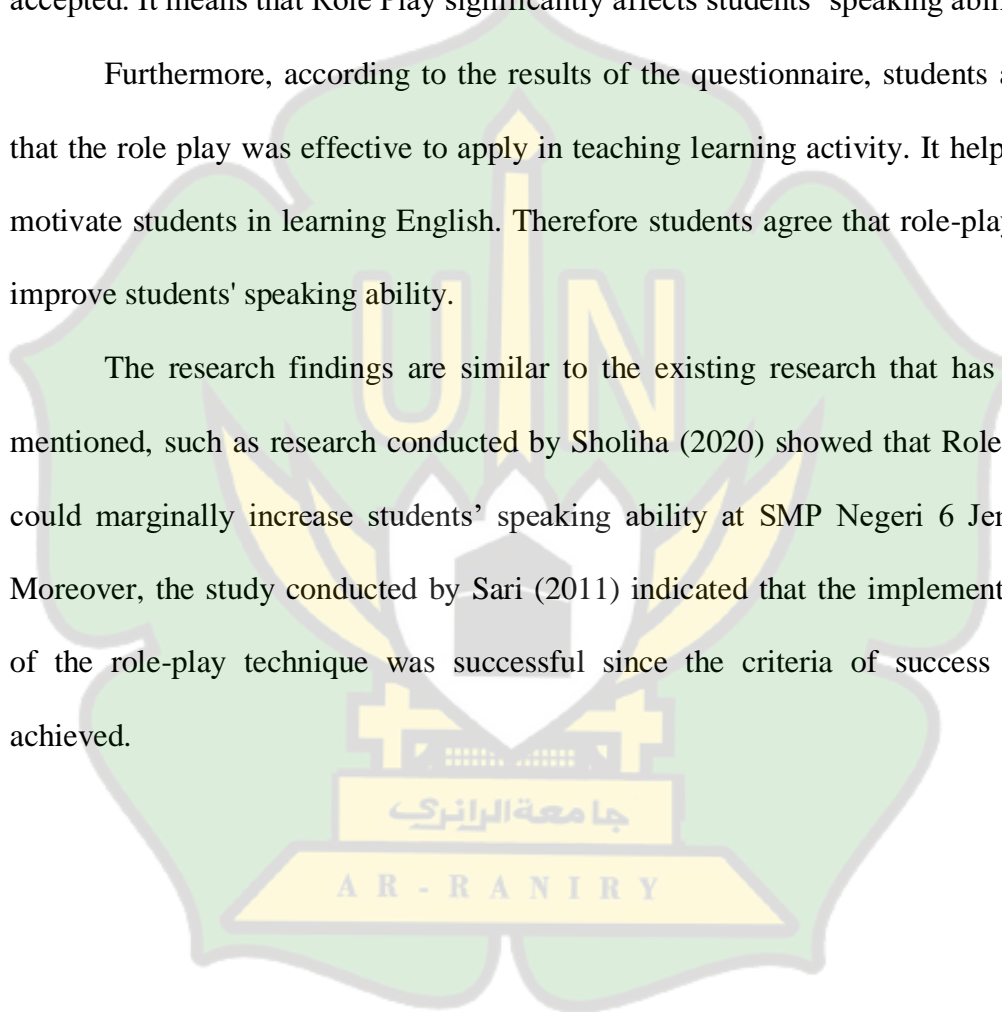
Before the students received any treatments, a pre-test was given to the students at the beginning of the research to measure their ability to speak. The result revealed that the mean pre-test score for the experimental group was 55.13, and the mean pre-test score for the control group was 52.5. After that, the experimental group used a Role Play model to learn, whereas the control class used a discussion and presentation model of learning. I used a descriptive text as the material for the three times treatment. Following the completion of the research, a post-test was administered to measure how much the students' speaking ability in both the experimental and control group had improved. In the experimental group, the mean post-test score was 89.9, while in the control group, it was 62.03.

From the explanation above, it is found that there was a significant difference between the result of the experimental group and the control group. Teaching using Role play in the experimental group was more effective than

teaching speaking using the conventional method (discussion and lecturing). It could be seen from the difference in the mean score of both groups. Based on the analysis above, the result of the t-test was 31.26. Since the result of the t-test was higher than the t-table ($31.26 > 2.00$), the alternative hypothesis (H_a) was accepted. It means that Role Play significantly affects students' speaking ability.

Furthermore, according to the results of the questionnaire, students agree that the role play was effective to apply in teaching learning activity. It helped to motivate students in learning English. Therefore students agree that role-play can improve students' speaking ability.

The research findings are similar to the existing research that has been mentioned, such as research conducted by Sholiha (2020) showed that Role Play could marginally increase students' speaking ability at SMP Negeri 6 Jember. Moreover, the study conducted by Sari (2011) indicated that the implementation of the role-play technique was successful since the criteria of success were achieved.



CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the conclusions and suggestions of the research are discussed. The conclusion contains the important points of the research, along with the suggestions of the research.

A. Conclusion

Based on the research that has been conducted and the analysis of the data in previous chapter, the conclusion can be drawn as follow:

1. Based on the findings of the analysis performed using t-test, the result were obtained where $t\text{-test} = 31.26$ was higher than $t\text{-table}$ with a significane level of $0.05 = 2.00$. The result of the analysis is also found that the mean of post-test for experimental group was 89.9 and the mean of post-test for control group was 62.03. In other words, the Role Play could improve students' speaking ability.
2. Based on students' responses to questionnaire, related to students' perceptions of role-play in improving students' speaking ability, the result showed the students agreed that role-play was effective to apply in teaching learning activities. Because besides being able to improve students' speaking ability, role-play could also help to motivate students in learning English.

B. Limitation of Study

The thesis that is made is a scientific work implementation is done in the form of research, this research has been carried out as well as possible, but it is

realized that the results obtained are not free from deficiencies or weaknesses due to existing limitations. Based on the researcher's direct experience in this research process, there are some limitations that are experienced and can be a number of factors that can be given more attention to future researchers in further perfecting their research because this research itself is certainly not free from deficiencies. Research limitations that can be observed and occurred during the research include:

1. Research has been conducted on students of SMAS Babul Magfirah. It would be nice if the research could be extended to other schools.
2. In the data collection process, the information provided by the respondents through the questionnaire sometimes did not show the actual opinions of the respondents, this happened because of the honesty factor in filling out the respondents' opinions in the questionnaire.

C. Suggestion

After conducting the research, several essentials can be highlighted. First, English teachers should use Role Play in teaching-learning activities because it can improve students' speaking ability. The teacher should pay extra attention in directing students while applying Role Play by controlling the activities. Second, the students should be more confident in exploring their speaking ability. Finally, it would be better if there was identical research on this topic to find the best method for improving speaking ability.

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APPENDIX 1

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-5881/UN.08/FTK/KP.07.6/05/2022

TENTANG PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 28 Maret 2022
- Menetapkan
PERTAMA :
Menunjuk Saudara:
1. Dr. Habiburrahim, M. Co, MS
2. Drs. Lukmanul Hakim, M.A
Untuk membimbing Skripsi :
Nama : Nurul Farisya
NIM : 180203161
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Exploring Role Play Activities in Improving Students' Speaking Ability
Sebagai Pembimbing Pertama
Sebagai Pembimbing Kedua
- KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor: SP DIPA. 025.04.2.423925/2022, tanggal 17 November 2021.
- KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2022/2023
- KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

MEMUTUSKAN

Ditetapkan di: Banda Aceh
Pada Tanggal: 12 Mei 2022
Dekan,


Muslim Razali

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip.

APPENDIX 2



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-13294/Un.08/FTK.1/TL.00/10/2022
Lamp : -
Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,
Kepala SMAS Babul Maghfirah

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **NURUL FARISYA / 180203161**
Semester/Jurusan : IX / Pendidikan Bahasa Inggris
Alamat sekarang : Jl. Blang Bintang Lama Gampoeng Cot Raya, Kec. Kuta Baro, Kab. Aceh Besar

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul **Exploring Role Play Activities in Improving Students' Speaking Ability**

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 05 Oktober 2022
an. Dekan
Wakil Dekan Bidang Akademik dan
Kelembagaan,



Berlaku sampai : 05 November
2022

Habiburrahim, M.Com., M.S., Ph.D.

APPENDIX 3



**PEMERINTAH ACEH
DINAS PENDIDIKAN
SMAS BABUL MAGHFIRAH**

Sekretariat Jl. Pasar Cot Keueung Lam Ala Cut Kuta Baro Aceh Besar Aceh Telp. (0651) 581020 Kode Pos. 23372
Website : babulmagfirah.com Email : smababulmagfirah06@yahoo.com NSS : 202069107040 NPSN : 10110471

ACEH BESAR

SURAT KETERANGAN
Nomor : 189/SMA-BM/YPI/XI/2022

Kepala Sekolah SMAS Babul Magfirah Kecamatan Kuta Baro Aceh Besar dengan ini menerangkan bahwa :

Nama : **NURUL FARISYA**
NIM : **180203161**
Jurusan/Program Studi : **Pendidikan Bahasa Inggris**

Benar yang nama tersebut diatas telah melakukan penelitian ilmiah dalam rangka penulisan Skripsi dengan judul *“Exploring Role Play Activities in Improving Students Speaking Ability”*, pada SMAS Babul Magfirah Aceh Besar.

Demikian surat keterangan ini kami buat, agar dapat digunakan seperlunya.

Kuta Baro, 21 November 2022
Kepala Sekolah



جامعة الرانري
AR - RANIRY

APPENDIX 4

PRE-TEST AND POST-TEST

1. Pre-test

➤ Test : Oral test (Dialogue)

➤ Task : Answer questions

1. Teacher : Where is Niagara Falls located?

Student : It is located between the Canadian province of Ontario and the U.S. state of New York.

2. Teacher : Mention the three waterfalls that form the Niagara Falls.

Student : The Horseshoe Falls, the American Falls and the Bridal Veil Falls form Niagara Falls.

3. Teacher : What can people enjoy in the Cave of the Winds?

Student : In Cave of the Wind people can enjoy the pounding waters of the falls, get soaked on the Hurricane Deck where they are just feet from the thundering waters, and the falls that are illuminated in a rainbow of color in the night.

4. Teacher : Can people ride on the Maid of the Mist Boat Tour in January?

Student : No, the boat operates mid-May until late October.

5. Teacher : Where can people watch a film of the thundering falls with completely different background?

Student : People can enjoy it in Niagara Adventure Theater.

6. Teacher : What is kept in Niagara Science Museum?

Student : Old science instruments and philosophical apparatus

7. Teacher : What is shown in Niagara's Wax Museum of History?

Student : Life-size wax figures portraying dramatic history of
Niagara Falls

8. Teacher : Where can people see the story of how electricity was
made?

Student : Niagara's Wax Museum of History

9. Teacher : Is it possible for people to have Rainbow Air Helicopter
Tours at night?

Student : No, it opens from 9 am-dusk when weather permits

➤ Topic : Niagara Falls

2. Post-test

➤ Test : Oral Test (monologue)

➤ Task : Describe Niagara Falls based on the questions below, as if you
are acting as Niagara Falls.

1. Where is Niagara Falls located?
2. Mention the three waterfalls that form the Niagara Falls.
3. What can people enjoy in the Cave of the Winds?
4. Can people ride on the Maid of the Mist Boat Tour in January?
5. Where can people watch a film of the thundering falls with completely
different background?
6. What is kept in Niagara Science Museum?

7. What is shown in Niagara's Wax Museum of History?
8. Where can people see the story of how electricity was made?
9. Is it possible for people to have Rainbow Air Helicopter Tours at night?

➤ Topic : Niagara Falls

The Scoring Rubrics

No	Nama Siswa	Aspek Penilaian					Jumlah nilai
		Accent	Fluency	Grammar	Vocabulary	Comprehension	
1							
2							
3							
4							
5							
6							

APPENDIX 5

ANGKET RESPON SISWA/I SMAS BABUL MAGHFIRAH KELAS X-I TERHADAP PENGGUNAAN ROLE PLAY DALAM MENINGKATKAN KEMAMPUAN BERBICARA BAHASA INGGRIS SISWA

Siswa yang Baik,

Kuesioner ini dibuat hanya untuk kepentingan penelitian, guna menyelesaikan tugas penelitian akhir yang berjudul “Exploring Role Play Activities in Improving Students’ Speaking Ability” sebagai pemenuhan syarat untuk memperoleh gelar Sarjana Pendidikan di bidang Pendidikan Bahasa Inggris. Hasil dari jawaban anda akan dijaga kerahasiaannya, dan hanya akan digunakan sebagai sumber data penelitian ini atau tidak akan dikeluarkan.

Kuesioner terdiri dari 20 item, dan setiap item disajikan lima pilihan. Pilihannya adalah: Sangat Tidak Setuju (STS), Tidak Setuju (TS), Ragu-ragu (RG), Setuju (ST), dan Sangat Setuju (SS). Pilih salah satu opsi yang sesuai dengan anda dengan memberi tanda tebal (√). Silakan nyatakan persepsi anda berdasarkan pengalaman anda sendiri. Terima kasih.

Score :

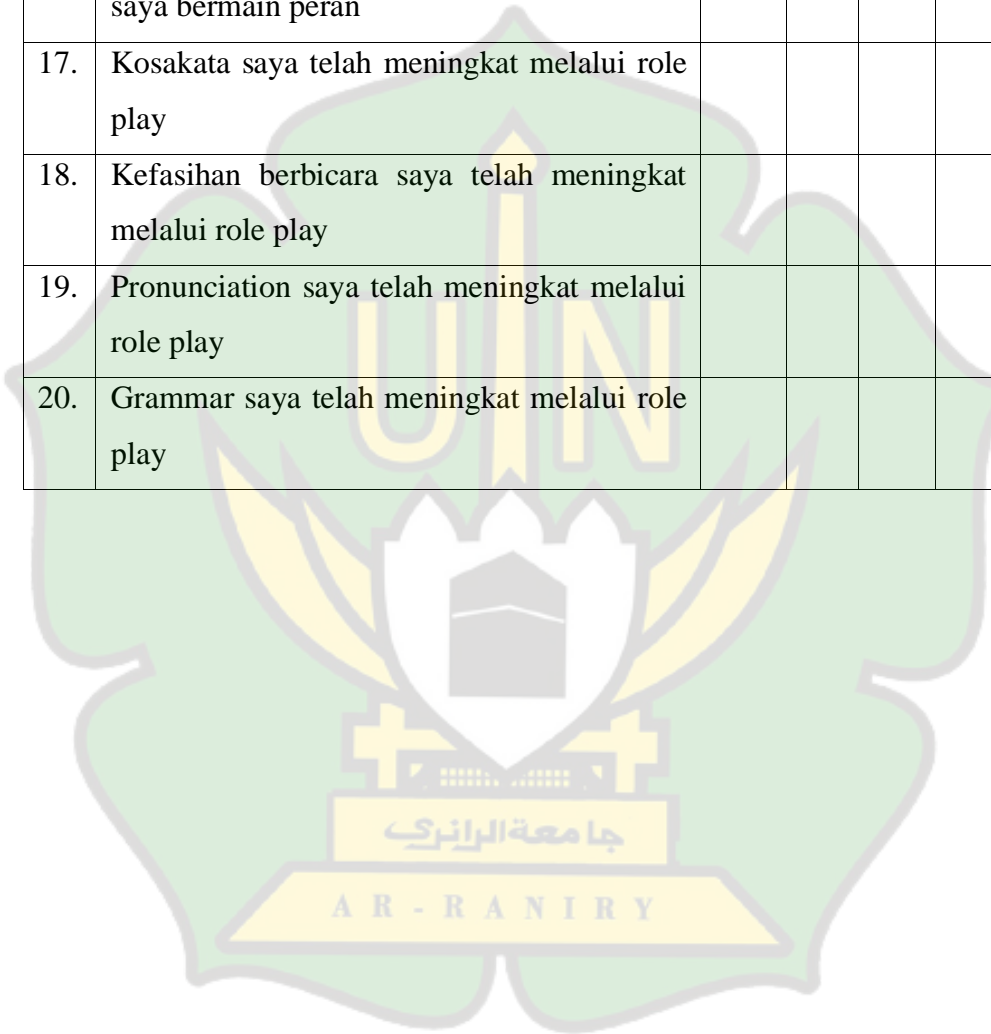
Sangat Tidak Setuju (STS)	: 1
Tidak Setuju (TS)	: 2
Ragu-ragu (RG)	: 3
Setuju (ST)	: 4
Sangat Setuju (SS)	: 5

Nama:

Kelas :

No	Statements	STS	TS	RG	ST	SS
1.	Saya tertarik dengan penggunaan role play di kelas speaking					
2.	Saya menikmati role play					
3.	Saya setuju bahwa role play adalah teknik yang efektif untuk belajar berbicara					
4.	Materi di kelas saya cocok untuk diajarkan melalui role play					
5.	Saya merasa tertantang untuk berbicara ketika belajar melalui role play					
6.	Saya merasa puas dalam menggunakan role play					
7.	Saya merasa percaya diri dalam menampilkan drama					
8.	Saya mampu menyajikan materi dengan sangat baik dalam drama saya					
9.	Role play memungkinkan siswa untuk berbicara secara alami					
10.	Role play mengembangkan kreativitas siswa					
11.	Saya mendapatkan lebih banyak pengalaman melalui role play					
12.	Melalui role play, saya bisa lebih aktif berbicara					
13.	Saya lebih termotivasi untuk berbicara dengan menggunakan role play					
14.	Saya percaya bahwa saya bisa mendapatkan					

	kemajuan yang lebih baik dalam belajar dengan role play					
15.	Saya memiliki lebih banyak latihan untuk berbicara saat menggunakan role play					
16.	Saya memperhatikan ketika teman-teman saya bermain peran					
17.	Kosakata saya telah meningkat melalui role play					
18.	Kefasihan berbicara saya telah meningkat melalui role play					
19.	Pronunciation saya telah meningkat melalui role play					
20.	Grammar saya telah meningkat melalui role play					



APPENDIX 6

DOCUMENTATION IN TEACHING LEARNING PROCESS AT SMAS BABUL MAGHFIRAH





APPENDIX 7

AUTOBIOGRAPHY

Personal Identity

Name : Nurul Farisya
Place and Date of Birth : Teupin Batee, February 5th 2000
Sex : Female
Religion : Islam
Nationality : Indonesian, Acehnese.
Marital Status : Single
Occupation : Student
Address : Desa Teupin Batee, Kec. Idi Rayeuk, Kab Aceh Timur.
Email : 180203161@student.ar-raniry.ac.id

Parent

Father's Name : Alm. Mahmudi Junet
Mother's Name : Nuraini
Occupation : House wife
Address : Desa Teupin Batee, Kec. Idi Rayeuk, Kab Aceh Timur.

Educational Background

Primary School : SD Negeri 1 Teupin Batee : Graduated in 2012
Junior High School : MTsN Model Idi : Graduated in 2015
Senior High School : MAN 1 Aceh Timur : Graduated in 2018
University : UIN Ar-Raniry : Graduated in 2022