

**THE EFFECTIVENESS OF USING ROLE PLAY TO IMPROVE
SPEAKING SKILL FOR THE ELEVEN GRADE STUDENTS OF SMA N 6
SEMARANG**



A Final Project

Presented in partial fulfillment of the requirements

for the degree of *Sarjana Pendidikan* in English

Written by:

Audy Krisnandyaz Rakasiwi

17420075

**ENGLISH EDUCATION STUDY PROGRAM
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APPROVAL

This Final Project entitled “**THE EFFECTIVENESS OF USING ROLE PLAY TO IMPROVE SPEAKING SKILL FOR THE ELEVEN GRADE STUDENTS OF SMA N 6 SEMARANG**”

written by:

Name : Audy Krisnandyaz Rakasiwi

NPM : 17420075

Study Program : English Education Study

Program Faculty : Language and Arts Education

Was approved by the advisors of the English Education Study Program Of the Faculty of Language and Arts Education of Universitas PGRI Semarang on:

Day : Wednesday

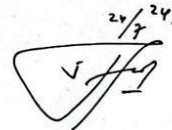
Date : July, 24

Advisor I



Dra. Maria Y.W.L., M.Pd
NIP. 196205311989032001

Advisor II



Sri Wahyuni, S.Pd., M.Pd.
NPP. 997201151

DECLARATION

I certify that this final project is definitely my own work. I am completely responsible for the content of this final project. Other researchers' opinions or findings included in the final project are quoted or cited in accordance with ethical standards.

Semarang, 22 November 2022

Audy Krisnandyaz Rakasiwi

17420075

RATIFICATION

This final project entitled “THE EFFECTIVENESS OF USING ROLE PLAY TO IMPROVE SPEAKING SKILL FOR THE ELEVEN GRADE STUDENTS OF SMA N 6 SEMARANG” written by Audy Krisnandyaz Rakasiswi has been ratified by the team of examiners of the Faculty of Language and Arts Education of Universitas PGRI Semarang.

Chairperson/Dean of FPBS

Secretary/Head of English Education Study Program

Siti Musarokah, S.Pd., M.Hum.

Dr. Rahmawati Sukmaningrum., S.Pd., M.Pd.

NPP. 107801314

NPP. 117901340

Examiner I/ Advisor I

Dra. Maria Yosephin W.L., M.Pd.

.....

NIP. 196205311989032001

Examiner II/Advisor II

Sri Wahyuni, S.Pd., M.Pd.

.....

NPP. 997201151

MOTTO

“Nothing can change me except my own self”

DEDICATIONS

This final project is dedicated to:

1. For myself.
2. My beloved parents, Ana Riswanti and Dedy Kuswadi, my sister, Claudea Winandyaz Rakasiwi, my beloved cat coco and popo for the supports, loves, prayer, advice, and sacrifice. You are my inspiration to gain my dream and my success.
3. For my entire friend.

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Audy Krisnandyaz Rakasiwi

17420075

ABSTRACT

Rakasiwi, Audy Krisnandyaz 2022. *The Effectiveness of Using Role Play to Improve Speaking Skill for The Eleven Grade Students of SMA N 6 SEMARANG.* FinalProject, English Education Study Program, Faculty of Language and Arts Education, University of PGRI Semarang. Advisor I: Dra. Maria Y. W. L., M.Pd. Advisor II: Sri Wahyuni, S.Pd., M.Pd.,

Keywords: *Role play; speaking skill; students of senior high school.*

The following subjects were specifically investigated in this study; 1) To compare role play learning strategies and conventional models in improving students' English speaking skills. 2.) To find out why the role play learning strategy in improving students' English speaking skills can be said to be more effective. The design of this research is quasi-experimental using control and experimental classes. The method that used in the experimental class is the use of Role Play and the control method uses the conventional method. The sample that taken by the researcher is two classes from class XI MIPA 2 as the control class and class XI MIPA 5 as the experimental class. To find out the comparison between the experimental class and the control class, the average post-test results in each class that calculated. To determine the level of effectiveness of roleplay learning, a gain score technique used. Based on the results of the assessment obtained from the post-test, the average of control class was 67,64 and experiment class was 71,11. Based on the calculation using the Gain Score formula with reference to the previous data, the Gain Score obtained is 0.72 which is included in the "High" criteria. Some students believed that studying would be more enjoyable if they used roleplaying. Furthermore, it is necessary to develop a roleplay learning strategy to be able to improve students' cognitive abilities as seen from students' English learning outcomes.

TABLE OF CONTENTS

APPROVAL	i
DECLARATION	ii
RATIFICATION	iv
MOTTO	v
DEDICATIONS	vi
ACKNOWLEDGEMENT	vii
ABSTRACT	ix
TABLE OF CONTENTS	x
CHAPTER I	1
INTRODUCTION	1
A. Background Of The Study	1
B. Reason for Choosing the Topic	6
C. Statements of the Problem	7
D. Objectives of the Study.....	7
E. Significances of the Study.....	7
F. Definition of Key Terms.....	8
G. Outline of the Study.....	11
CHAPTER II	10
REVIEW OF RELATED LITERATURE	10
A. Review of Related Theories	10
B. Previous Study	26
C. Theoretical Framework.....	29
D. Hypothesis	32
CHAPTER III	33
RESEARCH METHODOLOGY	33
A. Design of the Research	33
B. The subject of the Study	35
C. The Instrument of the Study.....	35
D. Method of Data Collection.....	38
E. Technique of Data Analysis	39
CHAPTER IV	41

FINDINGS AND DISCUSSIONS.....	41
A. Findings	41
B. Discussion.....	49
CHAPTER V.....	53
CONCLUSIONS AND SUGGESTIONS.....	53
A. Conclusions.....	53
B. Suggestions	54
BIBLIOGRAPHY	57

LIST OF TABLES

Table 3.1 Research Design	32
Table 3.2 Learning Outcomes Test Instruments.....	10
Table 3.3 The Six Components of Speaking.....	33
Table 3.4 Classification of Gain Score.....	41
Table 4.1 The Result of Pre-test.....	53
Table 4.2 The Result of Post-test	53

LIST OF APPENDICES

- Appendix 1. Research Permit Application Letter
- Appendix 2. Kartu Bimbingan Dosen Pembimbing I
- Appendix 3. Kartu Bimbingan Dosen Pembimbing II
- Appendix 4. Observation Sheet
- Appendix 5. List of Students Name and Scores
- Appendix 6. Research Instrument.
- Appendix 7. Documents of the Research.
- Appendix 8. Documents of the Research.
- Appendix 9. Students' worksheet.
- Appendix 8. Documents of the Research.
- Appendix 9. The Analysis of Students' Pre-Test and Post-Test in
Experiment Class.
- Appendix 10. The Analysis of Students' Pre-Test and Post-Test in Control
Class
- Appendix 11. Berita Acara Ujian Skripsi.
- Appendix 12. Usulan Tema dan Pembimbing Skripsi.
- Appendix 12. Pengajuan Ujian Skripsi.

CHAPTER I

INTRODUCTION

This chapter discusses the research's background, reasons for selecting the topic, assertions of the problem, aims of the study, relevance of the study, scope and limitations of the study, definition of essential terminology, and study outline.

A. Background Of The Study

In Indonesia, English is a foreign language that is less desirable but needed in the world of work. According to data collected by the EU Commission in 2015 and published in 2017 on foreign language proficiency and employability in EU member states, about one-fifth to one-quarter of employers identified a language other than English as the most useful foreign language, with a particular emphasis on German, French, and Russian (Shepperd, 2021). In English, there are four basic aspects, namely Reading, Writing, Speaking, and Listening. In Indonesia, English is not the first or second language but a foreign language. Currently, the ability to use English in Indonesian society is still very low. Based on World Bank data, it shows that the use of English owned by local workers is only 44%, this is a fairly large gap for workers in Indonesia (Aini, 2021). The English Proiciency Index (EPI) released by Education First (EF) provides data that the results of research conducted in 70 countries, the level of English proficiency of adults in Indonesia is in the 32nd position under Singapore and Malaysia which have high skill level.

English is an international language and has been widely used as a second language in many countries. Several countries in Asia such as India, Singapore, Malaysia and Pakistan have used English as a second language. In contrast to what happened in Indonesia, it is often found that the use of English is used only during learning at school and in English classes. Pal, Halder, & Guha (2016) state that other obstacles come from different understandings between students and teachers, so the message that the teacher wants to convey in classroom learning activities.

This perception affect students' English learning outcomes, a statement submitted by Bernat & Gvozdenko (2005) says about how the conceptualization of teachers and students during learning facilitate or hinder their language learning activities. In this case according to Jalaluddin, et al (2008) teachers have a big task to teach and instill in students that English as a second language and its important use in students' lives in the future (et al., 2008).

Social and cultural connections have been found to be critical for English as a foreign students creating meaningful strategies. EFL learners in Indonesia have long encountered particular hurdles in their efforts to study. These difficulties range from culturally rooted mentalities to practical concerns such as finding an appropriate environment. Cameron, (2001) asserts that speech is meant to explain meanings so that others can understand them. Despite of the students' real English speaking ability in comparison to those around them, freely speaking English in the presence of other Asians

becomes a difficult struggle since everyone is terrified of being looked down upon by people around them.

Based on the Competency-Based Curriculum, speaking is one of the four basic competencies that students must master well. It has an important role in communication. Speaking can be found in the oral cycle, especially at the stage of Joint Construction of the Text (Depdiknas, 2004). From this theory, it can be concluded that speaking is the most important thing that must be achieved by students, so that a good and correct vocabulary is needed.

Speaking is one of the basic skills in English. Self-talk is an important sub-material to learn so that students can master English and can use it both inside and outside the classroom. Some students of SMA N 6 Semarang in interviews conducted by researchers said that they easily understand people's conversations in English. However, they still have difficulty expressing what they want to say using English. Therefore, teaching and learning activities to speak English is certainly a challenge for a teacher because so many students are unable to say something even though they have thought about it and want to say it.

According to an interview with one of the teachers from SMAN 6 Semarang on August 3, 2021, Drs. Suharno said that to improve students' speaking skills and also increase vocabulary, educators or teachers in learning must use English completely, but in fact to simplify the process learning, teachers prefer to teach bilingually or in two languages (English and Indonesian).

The results of the interview are reinforced by the statement submitted by Kebiel (2013) that most teachers do not have adequate knowledge about vocabulary learning strategies. In the process of learning English, teachers have not realized the importance of providing vocabulary mastery to students so that vocabulary strategies are not integrated in the English curriculum. While Abdul Gafoor & Remia (2013) in their narrative, students more confident in speaking and writing in English if they have a broad vocabulary. This statement is contrary to the process of learning English in Indonesia, students sometimes have difficulty in choosing the vocabulary they want to speak, so students do not have interest in learning English vocabulary. In addition, the lack of confidence in speaking and developing vocabulary is also a reason that makes students not interested in speaking. As emphasized by Embi & Mohd Amin (2010) in their research, it is important for students to have more English vocabulary in order to help them communicate effectively in the language. Therefore, vocabulary is expected to increase students' confidence and their motivation to practice and learn more about the language.

One of the efforts to improve students' vocabulary skills requires learning English strategies that are fun and of course can be used to encourage students to make connections between vocabulary, experiences and content being studied. One of the learning strategies that can be used is roleplay.

In this context, employing successful learning techniques such as peeking, grouping, illustrating, simulating, gaming, and role-playing may

emphasize the importance of employing teaching / learning strategies with the four language skills in general and speaking in particular. When students were given a setting to role play in, they worked hard to come up with proper vocabulary to communicate their opinions and thoughts for communication. It also assisted them in developing speaking skills and oral fluency, which boosted their confidence. Because speaking takes more "experience and exposure," role playing might be beneficial. Role-playing falls under the group of language learning approaches involves the use of low input-high output (Ladousse, 1987). A clear observation of the similarly allocated circumstance assisted the students in adapting to the emotions and verbal expressions of the given situation, which they were subsequently able to perform.

The role play activity in this learning strategy is that students are introduced to new vocabulary and then given the opportunity to use words in context through role-play. Students who have difficulty in learning English vocabulary due to limited vocabulary, misuse of words, use of wrong words, inappropriate terms, or poor pronunciation are expected to be helped by this role-playing learning strategy.

Students' participation allows them to communicate without hesitation and fear in real life contexts to strengthen their English mastery process. Using role play activities can improve students' understanding of English vocabulary, which is considered a key factor to accelerate the process of learning English itself. In addition, role playing activities can improve their

communicative competence. and can also provide a stress-free learning environment where students enjoy using the language.

Based on these descriptions, an interesting learning strategy is needed to support the improvement of students' English speaking and vocabulary skills, the learning strategy adopted in this study is Role Play. The use of role play learning strategies is expected to increase students' confidence in using English both in the learning process and in everyday life.

B. Reason for Choosing the Topic

Based on the background of the problem above, the researcher' reasons for choosing this discussion are:

1. Researcher wants to increase students' interest in learning English so that it is not only useful when learning at school but also in the world of work later
2. Students still have difficulty expressing what they want to say using English, even though they understand what other people are saying in English.
3. Limited vocabulary is one of the causes of students' lack of speaking ability
4. Researcher wants to know the effectiveness of role play learning strategies to improve students' speaking skills

C. Statements of the Problem

Based on the background of the problem described above, the formulation of the problem to be studied in this study as follows.

1. How learning using role play “natural phenomena” learning strategies more effective than conventional learning models on students' English speaking skills?
2. How can the role play learning strategy in improving students' English speaking skills be said to be more effective?

D. Objectives of the Study

Based on the problems that have been formulated, the objectives of this study are as follows.

1. To compare role play learning strategies and conventional models in improving students' English speaking skills.
2. To find out why the role play learning strategy in improving students' English speaking skills can be said to be more effective.

E. Significances of the Study

This research is expected to provide benefits for all parties who have an interest in the problem on the study, in particular as follows:

1. Theoretical significance

Theoretically, this research has the benefit of knowing the effectiveness of roleplay learning strategies to improve students' English speaking skills.

2. Practical Significance

a. The student :

- 1) This research is expected to be able to provide a more enjoyable and meaningful learning experience so as to foster interest in learning for students.
- 2) This research is expected to be able to increase motivation and learning outcomes, especially English.
- 3) This research is expected to be able to train students' speaking ability and enrich students' English vocabulary.

b. The Teachers

- 1) This research is expected to make easier for teachers to improve students' skills in improving students' English speaking skills.
- 2) This research is expected to be able to increase the insight of teachers to carry out creative and interesting English learning so that students do not feel bored.

F. Definition of Key Terms

1. Effectiveness

Guskey (1982) learning is said to be effective if at least it reaches the effective category. The indicators used to determine the effectiveness of the learning model are:

- a. Achieving complete individual and classical learning achievement.
- b. There is a positive effect of the dependent variable.
- c. The dependent variable of the experimental class is better than the control class.

2. Learning English

English is an important international language that can connect people with the world in various aspects, including aspects of education. Sinaga (2010) said that the importance of mastering a foreign language, especially English as an introduction to one's academic success and to support a career in the world of work. This has been shown by government regulations that make English subjects a compulsory subject for students to study from elementary school to high school level. In English, there are 4 basic aspects, namely Reading, Writing, Speaking and Listening.

3. Speaking

1. Speaking

Speaking is one of the basic skills in English that is important to learn so that students can master English and can use it both in learning at school and in everyday life. Based on the Competency-Based Curriculum, speaking is one of the four basic competencies that students must master well. It has an important role in communication. Speaking can be found in

the oral cycle, especially at the stage of Joint Construction of the Text (Ministry of National Education, 2004).

4. Vocabulary

Vocabulary is a language element that connects four language skills including listening, speaking, reading, and writing in foreign language learning. Mr. Huyen & Thi Thu Nga (2003, in Rouhani & Purgharib 2013). Therefore, English needs to be improved and can be started from the nation's successors, namely students.

5. Role Play

Role-play is a strategy in which students are required to play certain roles through saying, doing, and sharing (Altun, 2015). The role play activity in this learning strategy is that students are introduced to new vocabulary and then given the opportunity to use words in context through role-play.

6. Conventional Learning Model

In conventional learning, students listen more to the teacher's explanation in front of the class and carry out assignments if the teacher gives practice questions to students. Which are often used in conventional learning include the lecture method, question and answer method, discussion method, assignment method. According to Nuraisah, et al (2016) with the conventional model students feel bored with teacher-centered learning methods without any element of student activity in the ongoing process of teaching and learning activities.

G. Outline of the Study

Chapter I : Discusses or discusses: background of the problem, problem formulation, research objectives and research uses.

Chapter II : Discussing the literature review: the concept of effectiveness, learning English, speaking skills, vocabulary mastery, role play. and previous research

Chapter III: Discusses research methods, variables and methods of research subjects, and methods of data analysis.

Chapter IV : Discusses the process of collecting research data and research results.

Chapter V: Discussing conclusions, suggestions and closing

CHAPTER II

REVIEW OF RELATED LITERATURE

The writer presents the previous study done by other studies and reviews of connected literatures in this chapter.

A. Review of Related Theories

1. Learning English

English is an important international language that can connect people with the world in various aspects, including aspects of education. In its use, English itself is divided into several designations according to its status in various countries in the world such as English as a first language, a second language and a foreign language.

In her book Ratminingsih (2017) mentions that English as a foreign language has been included in the education curriculum in Indonesia since Indonesia achieved independence. This government policy is quite based, namely as an effort to improve the quality of Indonesia's human resources. This has been shown by government regulations that make English subjects a compulsory subject for students to study from elementary school to high school level. Even at the higher education level, all study programs must provide English courses for 1 or 2 semesters even though the disciplines taken are not related to English. This shows how important it is to master a foreign language, especially English as an introduction to one's academic success as well as to support a career in the world of work (Sinaga, 2010).

English education experts also introduce the terminology of EFL (English is a Foreign Language) which the aim is students are able to communicate with speakers of that language. In the context of EFL, English is not the main language of the learners, they very rarely get the opportunity to use English in activities outside the classroom. Brown (2001) provides some guidelines for teachers of things to consider to maximize English learning which can be explained as follows:

- a. Utilize learning time in class with authentic language input and optimal interaction.
- b. Don't spend time in class completing assignments that can be done as homework.
- c. Provide a variety of activities that stimulate and motivate students.
- d. Helping students see the real use of English in their lives.
- e. Reduce the role of the test and put more emphasis on intrinsic factors.
- f. Provide adequate extra learning opportunities such as assigning English films to watch, listening to English TV or radio programs, looking for partners to converse in English, reading English lessons (news, magazines, books), writing journals or diaries in the learning process.
- g. Encourage the use of various learning strategies outside the classroom.
- h. Form a group and drop regular activities.

Then Ratminingsih (2017) also added the main goal of learning English as an international language for students is mastering language competence which is an indicator of a student's success in learning English. Students can be said to be able to master these competencies if they can master the four language skills and language components. The four language skills in question include listening skills, speaking skills, reading skills, and writing skills.

Basically, these four skills not mastered properly if they are not balanced with mastery of language components. Mastery of language components is important for language users as supporting language skills which include mastery of grammar (grammar), mastery of vocabulary (vocabulary), and mastery of pronunciation (pronunciation).

2. Speaking Skills

a. Definition of Speaking

Speaking is also a method of communicating thoughts, views, or feelings to others via the use of words or sounds. As social organisms, humans have a desire to make sense of their environment through interacting with one another. They must communicate their views, beliefs, or feelings in order to be accepted in social situations. Speaking produces not only sound but also ideas and emotions via the speech organs. Based on the definitions above, it is possible to conclude that speaking is the process of communicating information, knowledge, interests, opinions, or

ideas with another person. Furthermore, speaking is a method of piquing someone's interest in the information that the speaker wishes to impart.

Speaking is one of the basic skill that must be mastered by students in learning a foreign language, especially English because it is significant and its use for communication. The ability to speak is very important considering this language is the most commonly accepted language in the world so it very useful for those who understand it. Moreover, Gard & Gautam (2015) revealed that they have no trouble communicating and interacting with people around the world when they travel.

In the learning process, speaking activities are still a problem for students. Students still find the difficult to express what they want to say using English, even though they understand what other people are say in English. There are many ways to help students overcome their difficulties in speaking English.

b. The Process of Speaking

According to Harmer (2001) when teachers want to encourage students to speak, they must use a communicative approach that avoids concentration on grammar and vocabulary but emphasizes the importance of language functions. In other words, the activity involve students in real communication, where the achievement of their communicative task is more important than the accuracy of the language they use.

Wang (2014) revealed that the speaking process generally consists of four stages, namely:

- 1) Pre-speaking is planning and providing assistance in language or knowledge. At this stage there are 3 ways that must be taken, namely:
 - a) Pre-task planning: formulating ideas that conveyed in the speaking process.
 - b) Pre-speaking support: providing assistance in the form of vocabulary and initial information related to the topic being studied.
 - c) Authentic input: students are given examples of speaking through the use of authentic media, either visual, audio, or audio visual.
- 2) While-speaking, in this stage there are several activities that can be done, including:
 - a) Speaking tasks, there are three types of speaking tasks that can develop speaking fluency, namely information-gap, problem solving, and social monologue.
 - b) Fluency technique, done by asking students to repeat the topic that has been discussed slowly several times.
 - c) Forming automaticity, students are required to have a lot of vocabulary related to the topic, by memorizing the vocabulary given by the teacher.
- 3) Post-speaking, the level of accuracy of students in speaking is emphasized through 3 activities, namely:
 - a) Language focus, emphasizes students' ability to use language appropriately.

- b) Self repair, students are directed to analyze and evaluate the results of their speaking activities themselves.
 - c) Corrective feedback, giving feedback from teachers and friends
 - d) Extension practice, carried out by repeating the task, namely the same task or a revised task.
- c. The Components of Speaking
- 1) There are several points in speaking that the learner must grasp, such as accurately, fluently, and confidently, and the student must consider component of speaking. Aside from that, students must know and comprehend the vocabulary that they use when speaking, as well as how to pronounce it correctly, since this might influence the audience. It is conceivable to conclude that numerous elements influence speaking ability, but all of these may be supported by speaking aspect mastery. To improve one's speaking abilities, one must grasp and pay attention to all areas of speaking, including pronunciation, vocabulary, grammar, fluency, and understanding. If we master pronunciation, for example, we able to speak English clearly and professionally in every word we say. The same may be said for other areas in order to master all of the above-mentioned characteristics of speaking. In general, speaking abilities consist of at least five components. Pronunciation, grammar, vocabulary, fluency, and comprehension are the five components of speaking, according to Nunan, (2005).

2) Pronunciation

Pronunciation is the process of creating certain sounds. To minimize misunderstandings throughout the communication process, pupils must be able to pronounce and generate phonemes clearly and accurately. They must be able to enunciate words and produce physical noises that convey the intended meaning. When learners communicate, they use pronunciation to create the language clearly. It is concerned with the phonological process, which refers to the parts and concepts that define how sounds fluctuate and pattern in a language. Pronunciation refers to how a word is said.

3) Grammar

Grammar is one of five English components, as well as one of the speaking abilities, that assist and enable students to communicate effectively. Grammar is used in both the written and spoken forms of the language, therefore According to Harmer, (2001), grammar may be presented in a variety of methods, including showing pupils grammatical evidence and asking them to figure out how the language is created for themselves. So, grammar instruction can occur as a result of 18 other activities that children are engaged in, such as when they analyze language in a text they have been reading or listening to. its presence is essential for learning and speaking.

Grammar, according to the description above, is a key component of speaking ability. There are several grammatical rules to follow when speaking. In general, several terms can be modified depending on the time of the occurrence. As a result, the instructor must go through grammar with the pupils more thoroughly.

4) Vocabulary

People cannot communicate successfully or convey their thoughts both vocally and in writing if they lack vocabulary, because vocabulary refers to the appropriate articulation required to communicate. Vocabulary is one of five components of speaking ability that play a vital part in speaking English competence. If the students have a large vocabulary, their speech is fluent and they are not confused while pronouncing or creating a large number of words just because they have a large vocabulary. Conversely, having only a few vocabularies does not ensure that their speaking is fluent, and they have difficulty pronouncing and forming numerous words that they wish to express.

It is possible to conclude that vocabulary is the entire quantity of words with their meanings and rules for combining them that comprise the language. It signifies that vocabulary is a collection of words that a person knows and understands. A person's vocabulary is the entire quantity of words, a list or collection of terms in a certain language that

he or she knows or uses. Students able to explain themselves more clearly if they have a large vocabulary.

5) Fluency

The characteristics that give speech the quality of being natural and normal, such as native-like pauses, rhythm, intonation, emphasis, tempo of speaking, and injection usage. Many language learners strive for speaking fluency. Fluency is characterized by a relatively quick rate of speech. If pupils can communicate fluently in English, they might be termed masters of English or have a good command of the language. It signifies that the student's fluency in English is proof that they are a master of the language.

Fluency is the crucial component of speaking. Fluency is the capacity to communicate freely without halting or hesitating. Similarly, Gower et al., (1995) defined fluency as the ability to continue speaking spontaneously. When students talk fluently, they should be able to understand the message from the speaker's resources and talents, regardless of grammatical or other errors.

6) Comprehensibility

Comprehensibility is the power of understanding; it is an exercise that aims to improve or test one's grasp of language. For oral communication, a subject must respond to speech as well as initiate it. It may be stated that students learn not only how to speak, vocabulary,

grammar, and fluency, but also how to understand what they are saying. Comprehension is concerned with students' comprehension of a discussion and evaluates how much explanation is necessary to comprehend students' reactions. In other words, if a person can answer or explain a concept clearly, it indicates that she or he has strong understanding.

3. Teaching Speaking

a. The Definition of Teaching Speaking

Teaching Speaking in a foreign language to students who are accustomed to using their mother tongue is not an easy job. In order for the ability to speak a foreign language to develop well, students have to practice a lot to get used to them. In the process of teaching a foreign language, students not learn to speak fluently just by listening to speech.

Anna (2013) explained that in speaking teaching activities, techniques must be used based on the language learning objectives and students' needs. The process of learning and teaching speaking English is influenced by the allocation of time and facilities available in the classroom. In addition, the teacher must choose appropriate activities carried out in the classroom. Activities in the teaching and learning process are absolutely necessary. This is in line with the statement by Celce-Murcia (2001) that the emergence of the theory of communicative competence and the practice of teaching communicative language, teaching oral

communication skills as a contextualized sociocultural activity has become a focal point in many ESL classrooms.

In improving speaking skills, teachers must encourage students to be able to communicate in English, therefore they can make the classroom a place for conversation in English with their friends. So, it is expected that students can speak English naturally during the teaching process.

Based on the explanation above, Anna (2013) obtained indicators of speaking teaching which can be concluded into four parts as follows:

- a. Performance Activities: Express the meaning in a simple short monologue text.
- b. Language Actions: Asking, giving, refusing, interacting, and responding.
- c. Criteria: Accuracy, fluency and suitability.
- d. Object: service, opinion, thing, agreement, statement, etc.

4. Vocabulary Mastery

Vocabulary relates to words that are constructed by the sounds of language phonologically and have meaning to convey information. More specifically, Hiebert & Kamil (2005) explain that vocabulary is knowledge of words and word meanings, which form language. Then, Mr. Huyen & Thi Thu Nga (2003, in Rouhani & Purgharib 2013) added vocabulary as a language element that connects four language skills including listening, speaking, reading, and writing in foreign language learning.

Brown, (2001, cited in Utami, 2014), however, emphasizes the importance of vocabulary for communication by stating that, in fact, survival-level communication can take place quite clearly when people simply string words together without applying any grammatical rules at all. In this case, vocabulary is considered as one of the important factors that have a big influence on people's communication. Thus, vocabulary is ideally placed as an important aspect of language learning that should be given much attention in TEFL practice so as to improve students' vocabulary mastery.

However, in teaching and learning activities Kebiel (2013) found the perceptions of teachers and students in vocabulary learning strategies. In his research it was found that most teachers and students lack adequate knowledge about how important vocabulary learning is so that it is not integrated in the English curriculum.

The purpose of teaching vocabulary in the teaching and learning process in the classroom is to enable students to understand the concept of foreign words, acquire more words, and successfully use words for communicative purposes (Cahyono and Widiati, 2008). Meanwhile, Intraprasert (2004) emphasizes that the main objectives in teaching vocabulary are: a. to find the meaning of a new word; b. to maintain knowledge of newly learned words; and c. to expand knowledge of English vocabulary. Therefore, it is necessary to apply effective strategies both in teaching and learning

vocabulary in order to make a positive contribution to the growth of students' vocabulary which affect their language skills.

5. Roleplay

Role-play is a strategy in which students are required to play certain roles through saying, doing, and sharing (Altun, 2015). According to professor Kumaran (2017), students enjoy participating in role play using foreign languages. Students' participation allows them to communicate without hesitation and fear in real life contexts strengthening their foreign language acquisition process.

In relation to the research objectives, role play is used to encourage students to make connections between vocabulary, experiences and content being studied. The students are introduced with new vocabulary and then given the opportunity to use the words in context through role-play. The role-play process helps improve students' understanding of words and how to use words in real-world contexts.

The use of role play activities develops communication skills and students are encouraged to master and enrich vocabulary learning through conversational activities. Students have difficulty in learning English vocabulary because of limited vocabulary, misuse of words, use of wrong words, inappropriate terms, or poor pronunciation (Afdillah, 2015). Using role-play games can increase students' exposure to language, which is considered a key factor for accelerating the language learning process. Students through speech production in role play activities can improve

their communicative competence. In addition, the implementation of role-play activities can provide a stress-free learning environment in which students enjoy using the language.

Nair, Yusof, & Arumugam (2014) studied the effect of using the role-play method and conventional methods to teach Malay to preschool children. The sample of this study was 100 students from government PAUD. The experimental group was taught by the play method and the control group was taught by the conventional method for six weeks. The findings show that the use of the role-play method significantly improves vocabulary mastery and interest in learning Malay among students.

Altun (2015) conducted a case study on the implementation of role-playing activities to explore the benefits of these activities in developing language. It was found that the implementation of role play activities can provide a stress-free learning environment in which students enjoy using the language. The findings show that role-play activities enable students to gain increasing confidence, motivation and promote the speaking skills of foreign language learners.

a. Steps to Apply Role Playing

Each active learning model, there are several steps that must be done. The following are the steps for implementing the role play model according to Mulyadi (2011):

- 1) The teacher prepares a scenario that will be displayed.

- 2) Appoint some students to study the scenario within a few days before the Teaching and Learning Activities.
- 3) The teacher forms groups of five members (adjusting the number of students).
- 4) Provide an explanation of the competencies to be achieved.
- 5) Calling students who have been appointed to act out the scenarios that have been prepared.
- 6) Each student is in his group while observing the scenario being demonstrated.
- 7) After the show is finished, each student is given a worksheet to discuss the performance that has been demonstrated.
- 8) Each group conveys its conclusions.
- 9) The teacher gives a general conclusion.
- 10) Evaluation

b. Advantages of Role Play

- 1) Attract students' attention because social problems are useful to them.
- 2) Students act like other people, so that they can feel the feelings of others, acknowledge the opinions of others, mutual understanding, tolerance.
- 3) Train students to design inventions.
- 4) Think and act creatively.

- 5) Solve the problems faced realistically because students can live it.
 - 6) Identify and conduct investigations.
 - 7) Stimulate the development of students' thinking progress to solve the problems faced appropriately.
 - 8) Can make school education more relevant to life, especially the world of work (Djumingin, 2011).
 - 9) Students are free to make decisions and express themselves completely
 - 10) Can impress strongly and long-lastingly in students' memories. Besides being a pleasant experience that each other to forget;
 - 11) Very interesting for students, allowing the class to be dynamic and full of enthusiasm;
 - 12) Generating passion and optimism in students and fostering a high sense of togetherness and social solidarity (Santoso, 2011).
- c. Disadvantages of Role Play
- 1) The role playing model requires a relatively long time.
 - 2) Requires creativity and high creative power from the teacher and students. And this is not all teachers have it.
 - 3) Not all subject matter can be presented through this method (Djumingin, 2011).
 - 4) Most students who are appointed as actors feel embarrassed to require a certain scene.

- 5) If the implementation of sociodrama and role play fails, it can not only give a bad impression, but also means that the teaching objectives are not achieved (Santoso, 2011).

B. Previous Study

There have been previous studies that are comparable to the writer's research topic. As a result, the study leverages these research to aid in the development of concepts. The following past investigations are similar:

Discussions about the lack of students' speaking skills have previously been conducted by several researcher. The first previous study was conducted by Anna Kurniawati. With the title *"Improving the Self-Confidence in Speaking Practice by Using Role-Play Technique for the Eight Grade Students of SMP Muhammadiyah 3 Yogyakarta."* The subjects of the research were the eight grade students of SMP Muhammadiyah 3 Yogyakarta. This class was chosen by the researcher because when eighth grade students of SMP Muhammadiyah 3 Yogyakarta were able to write, read and listen in English, but when asked to speak in English, students preferred to be silent. In the first cycle of role play there were several actions that did not work, but in the second cycle of role play the results of this study showed an increase in students' self-confidence.

The second research was conducted by Juvrianto (2018) with his article entitled "Improving the Students' Speaking Ability Through Role Play Method". Taken from the Online Journal of IJET volume. 8, issue 1. In this study, the researcher used a roleplay learning strategy to improve the speaking ability of the students of SMA Negeri 3 Parepare. The results obtained in this

study had a significant difference from before to being treated. Before being given the roleplay method, the average score of students' speaking ability was 49.34, then after being given the roleplay learning strategy, the average score of students' speaking ability was 71.304. This shows an increase in students' speaking skills by using roleplay learning strategies.

This is in line with the research conducted by Akmal and Ihsan (2018) with the title "Application of Role-Play in Speaking Skill". Taken from the journal Royal National Seminar (SENAR) 2018 Volume 1, issue 1. In contrast to Juvrianto's research, in this case Akmal and Ihsan used two classes, namely the control class and the experimental class. For the experimental class, give roleplay learning strategies in the learning process where students are free to speak according to the roles they play and they are able to express their sentences in any drama. In this study, pre-test and post-test were also conducted in each class. The results obtained based on the value are as follows: in the control class, the pre-test score is 60 and the post-test value is 65.21. Then, in the experimental class, the pre-test score is 63.47 and the post-test is 81.73. So it can be concluded that in the experimental class there is a significant difference in the average value compared to the control class. So that the use of this roleplay learning strategy can improve students' speaking skills.

Then Indah Permatasari (2016) conducted research with her thesis entitled "The Implementation of Role Play To Improve Speaking Skill For Grade X Nursing Class Of SMK Muhammadiyah 3 Central Klaten In The 2015/2016 Academic Year". This research was conducted with the aim of improving the

English speaking skills of the students of the tenth grade Nursing Study Program at SMK Muhammadiyah 3 Central Klaten in the 2015/2016 academic year by using Role Play. The subjects of this study were 22 students of class X Nursing Study Program and English teachers. In this study, the data obtained by the researcher are qualitative data and quantitative data. Qualitative data were obtained through observation and interviews, while quantitative data were obtained by researcher from tests. The results showed that the use of role play succeeded in improving students' English speaking skills. The results of this research can be seen in the pre-test, the average value of grammar in student performance is only 1.8. The average score of vocabulary is 2.1, the average score of comprehension is 2.2, the average score of fluency is 1.8, and the average score of pronunciation is only 2. Meanwhile, the average score of grammar in performance students on the post-test was 3.8. Then, the average score of vocabulary is 3.4, the average score of comprehension is 3.9, the average score of fluency is 2.9, and the average score of pronunciation is 3.1. From these data, it can be concluded that there is a significant increase in students' speaking skills through the use of role play.

The last was a study entitled “The Effectiveness of Role Play in Teaching Speaking” by Lilis Suryani, in *ELTIN* journal. This study aims to know the effect of using role play in teaching speaking. The study employed a pre-experimental design with one group pre-test and post-test designs, with 30 students serving as the sample. Pre and post tests were used to collect data. The acquired data were then examined with SPSS 20. The study's findings revealed

that the significance level was 00, which is lower than the significance threshold of 05. The null hypothesis has been rejected. Thus, educating kids to talk through role play has a major impact on their speaking abilities.

In conclusion, the researcher using the same method as the previous study explained above, which is using Role Play and also to improve speaking skill such as the previous research. In conducting this research, there is some difference with the previous study explained above. This study will concentrate on the usage of Role Play as a teaching tool in developing speaking skills and oral fluency, particularly report text; pronunciation, grammar, vocabulary, fluency, comprehension and task and will then seek to correlate between conventional learning and improvement after the usage of Role Play in students' speaking skills.

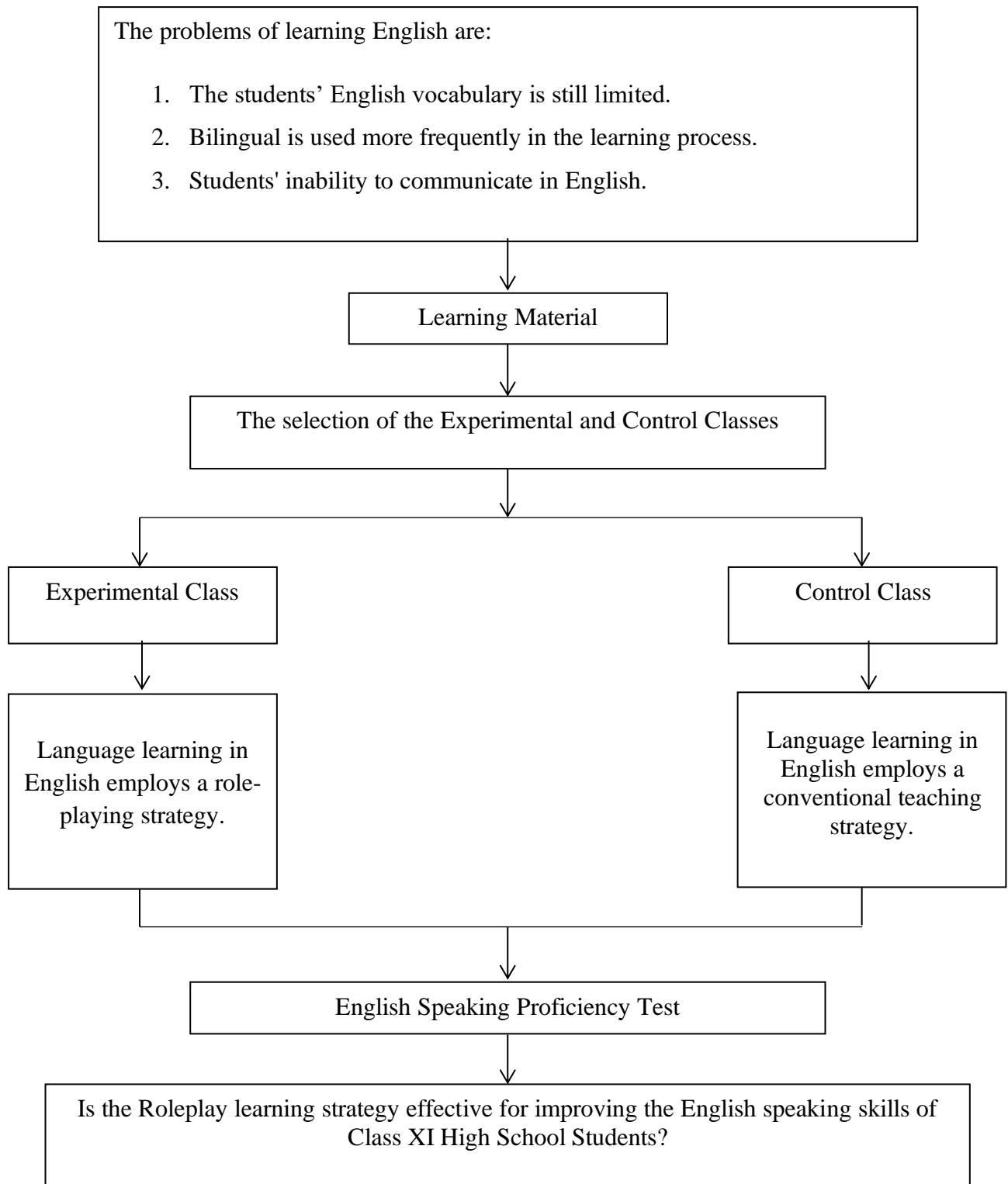
C. Theoretical Framework

The success of the learning process is inseparable from the teacher's ability to develop learning English strategies that focus on students' speaking skills intensively during the learning process. However, in reality, there are still many teachers who prefer to deliver bilingual learning to simplify the learning process. This results in a reduction in the English vocabulary owned by students, so that students find it difficult to express their opinions English speaking. Most of the students more confident in speaking and writing in English if they have a wide vocabulary. Therefore, an effective and fun learning strategy is needed to achieve learning success. The use of appropriate and interesting learning strategies direct students to speak more in English and of

course add more vocabulary, so that students can be more confident in speaking English both inside and outside the classroom.

To achieve the success of the English learning process in order to improve students' speaking English skills, the Roleplay learning strategy is used in learning English. Roleplay learning strategy is an effective strategy that is able to involve students in a learning process. By using roleplay learning strategy, it also add a fun learning experience for students to be able to increase students' confidence level in speaking English.

The framework in this study is described as follows:



D. Hypothesis

Hypothesis is an assumption about something that is made, to explain it, which is often required to check (Sudjana, 2005). In this study, the authors formulate hypotheses based on theoretical studies, frameworks of thinking and the formulation of existing problems, as follows:

Ha₁ : The role play learning strategy is better than the conventional learning model on students' speaking ability in English.

Ha₂ : Role play learning strategies in improving students' English speaking skills are effective.

For the purposes of data analysis, the working hypothesis (Ha) was changed to the null hypothesis (Ho) as follows:

Ho₁ : The role play learning strategy is worse than the conventional learning model on the students' speaking ability in English.

Ho₂ : The role play learning strategy in improving students' English speaking skills is not effective.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the author detailed the approaches he utilized in this study to make it clearer, more accepted, and trustworthy. This chapter discusses the research design, data source, data collection method, and data analysis method.

A. Design of the Research

1. Research Design

The design of this research is quasi-experimental using control and experimental classes. The method that used in the experimental class is the use of Role Play and the control method uses the conventional method.

Researcher uses pre-test and post-test in the experimental class and control class. Pre-test is done before giving treatment and post-test given after going through treatment. The aim is to find out if there is an increase in vocabulary in speaking English for 11th grade students of SMA Negeri 6 Semarang.

Table 3.1 Research Design

Group	Pre-test	Treatment	Post-Test
Experiment I	X ₁	✓	O ₁
Control	X ₂	-	O ₂

Description:

X₁ : English Learning using Roleplay learning strategies

X₂ : English Learning using conventional learning strategies

O₁: Results of the post-test of speaking ability in English learning with the Roleplay learning strategy

O2: Post-test results of speaking ability in English learning with conventional learning strategies
(Sugiyono, 2015: 112).

2. Research Variables

In this study there are two variables, namely the independent variable and the dependent variable. The independent variable in this study is Role Play, and the dependent variable in this study is students' speaking skills.

In this study there are two variables consisting of the independent variable and the dependent variable, namely:

a. Independent Variable

According to Sugiyono, (2015) independent variable is a variable that influences or causes the change or the emergence of the dependent variable. In this study the independent variable (X) is:

X_1 : English Learning with Roleplay learning strategies

b. Dependent Variabel

Sugiyono (2015) states that dependent variable is the variable that is affected or is the result, because of the independent variables. In this study, the dependent variable (Y) is:

Y_1 : Post-test results of students' speaking skills in English learning with the Roleplay learning strategy

B. The subject of the Study

1. Population

The population of this research is all students of class XI SMA N 6 Semarang, with details of eight science classes and four social studies classes.

2. Samples

The sample that taken by the researcher is two classes from class XI SMA N 6 Semarang namely class XI MIPA 5 as the experimental class and class XI MIPA 2 as the control class.

C. The Instrument of the Study

The research instrument consisting of tools used to assess the teaching and learning process and role play learning strategies in English. This study aims to determine the effectiveness of roleplay learning strategies on students' English speaking skills. So there needs to be an assessment of student learning outcomes. Indicators in the test questions of learning outcomes based on the Basic Competence of English lessons in SMA class XI, namely KD.

Table 3.2 Learning Outcomes Test Instruments

No.	Indicator	Max Score
1	Pronunciation	30
2	Grammatical Accuracy	10
3	Vocabulary	25
4	Fluency	15
5	Conversation Content	10
6	Comprehension	10
Total score of the instrument		100

There were six components of speaking to be scored; pronunciation, grammar, vocabulary, fluency, comprehension and task as Brown (2004) has stated.

Table 3.3 The six components of speaking

Aspect	Description	Score
Pronunciation	equivalent to and fully accepted by educated native speaker	30
	errors in pronunciation are quite rare	24
	errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign	18
	accent is intelligible though often quite faulty.	12
	errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.	6
Grammar	equivalent to that of an educated native speaker.	10
	able to use the language accurately on all levels normally pertinent to professional needs. errors in grammar are quite rare.	8
	control of grammar is good. able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversation on practical, social and professional topics.	6
	can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.	4
	errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.	2
Vocabulary	speech on a levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.	25
	can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.	20
	able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is	15

	broad enough that he rarely has to grope for a word.	
	has speaking vocabulary sufficient to express himself simply with some circumlocutions.	10
	speaking vocabulary inadequate to express anything but the most elementary needs.	5
Fluency	has complete fluency in the language such that his speech is fully accepted by educated native speakers.	15
	able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.	12
	can discuss particular interest of competence with reasonable ease. Rarely has to grope for words.	9
	can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family and autobiographical information.	6
	no specific fluency description. Refer to other four language areas for implied level of fluency.	3
Comprehension	Equivalent to that of an educated native speaker.	10
	can understand any conversation within the range of his experience.	8
	comprehension is quite complete at a normal rate of speech.	6
	can get the gist of most conversation of non-technical subjects (i.e., topics that require no specialized knowledge)	4
	within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.	2
Task	speaking proficiency equivalent to that of an educated native speaker.	10
	would rarely be taken for a native speaker but can respond appropriately even in unfamiliar situations. Can handle informal interpreting from and into language.	8
	can participate effectively in most formal and informal conversations on practical, social, and professional topics.	6

able to satisfy routine social demands and work requirement; needs help in handling any complication or difficulties.	4
can ask and answer questions on topics very familiar to him. Able to satisfy routine travel needs and minimum courtesy requirements.	2

D. Method of Data Collection

The researcher take some steps for collecting data, they are:

1. Permission Procedures

The researcher visit SMA N 6 Semarang to meet the principal and office administrator regarding licensing to collect research data. Then researcher visit the teacher of SMA N 6 Semarang to get population and sample data.

2. Perform Data Analysis

In this activity, there are two data collection techniques that carried out:, namely, observation and interviews. Observation carried out by observing the ongoing teaching and learning activities of teachers and students. Then, the interview carried out using a question and answer method to teachers and students regarding English language teaching activities, especially in terms of speaking.

3. Pre-Test

Pre-test activities carried out to determine the initial ability of students before the experiment is carried out.

4. Data Collection

Researcher conduct learning in two classes, namely the control class and the experimental class. In the control class, learning carried out using conventional methods. Then in the experimental class, learning carried out using a role play learning strategy.

5. Post-Test

Pre-test activities conducted to determine the effectiveness of the role play learning strategy in improving students' English speaking skills.

E. Technique of Data Analysis

1. To find out the comparison between the experimental class and the control class, the average post-test results in each class calculated.

$$\bar{x} = \frac{\sum x}{N}$$

Description :

\bar{x} : The mean of score

$\sum x$: The sum off all scores

N : The number of the students

2. To determine the level of effectiveness of roleplay learning, a gain score technique used. This test conducted to measure the effectiveness of learning before and after the experiment.

$$g = \frac{X_2 - X_1}{X_{maks} - X_1}$$

Description :

g = *gain score*

X_1 = mean pre-test score

X_2 = mean post-test score

X_{maks} = max score

With the results of the analysis criteria using a gain score:

Table 3.4 Classification of gain score

Average gain score	Classification
$g \geq 0,7$	High
$0,3 \leq g < 0,7$	Medium
$g < 0,3$	Low

The use of roleplay learning strategies can be said to be effective if the gain score obtained is "high", then it can be said to be quite effective if the gain score obtained is "medium", but is said to be ineffective if the gain score obtained is "low".

CHAPTER IV

FINDINGS AND DISCUSSIONS

The section discusses how the author detected and discussed the use of role play to improve speaking skill for eleven grade students in SMA N 6 Semarang. The chapter's major purpose was to answer the research questions provided in Chapter I. The authors discuss the findings of the study based on the research questions and theoretical framework. Following that, the writers examined the issue of discovery.

A. Findings

1. Research Preparation

Before conducting research, there are several preparations that must be made so that the research can run well, including:

a. Permissions

Permission is done by visiting Kantor Cabang Dinas Pendidikan Wilayah 1 Semarang which is located in Ungaran. The aim is to obtain a permit to conduct research from Dinas Pendidikan. After getting permission, the researcher went to administration office of SMA N 6 Semarang to get approval.

b. Preliminary data analysis

Preliminary data analysis was carried out by observing the teaching and learning process which is usually done by the teacher using different material, such as song. This material requires students to sing in English. The researcher observed how the students' pronunciation and fluency were.

c. Pre-test

The pre-test was carried out using a paired dialogue with a classmate. In this pre-test, it is carried out to test the post-test questions that given to students at the end of the study.

d. Data Collection

In the data collection process, researcher used two classes, namely class XI MIPA 2 as the control class and class XI MIPA 5 as the experimental class. In the control class, the researcher gave learning using the conventional method and then gave assignments to students to take the results of the assessment. In the experimental class, the researcher provides learning using the roleplay learning method.

e. Post-test

Post-test was carried out online and offline. The post-test was conducted in groups of five to six people in each group. Each group makes a dialogue with the theme of phenomena.

2. Preliminary Data Analysis

Before being treated, the researcher observed the previous learning process carried out by the teacher with song learning material which required every student to find an English song. The students then were asked to memorize the song and sing it in front of the teacher. The results of the assessment carried out by the teacher showed that there were still many students who scored less than the minimum target set by the teacher.

The results of the learning assessment of the song material can be seen in the appendix.

In this observation process, the researcher observed the pronunciation and fluency of each student. Pronunciation and fluency data were collected by listening to students when they sang the English song. The researcher observed the students' pronunciation and fluency when singing the English song, as well as their understanding on the song's lyrics, in order to know students' English comprehension.

The results of the preliminary assessment in the initial data analysis showed that both the control and the experiment class have the same level of English proficiency, showed by the students' level of fluency in pronouncing the song lyrics, as well as how far they understood the whole context of the song lyrics. The assessment results show that the average score for the control class' pronunciation is 77, while the experimental class scores 76. Furthermore, the English comprehension scores for both class are 66 and 68 respectfully.

However, in this preliminary observation, it is not possible to accurately assess the students' pronunciation because every student already knows the song being sung. They have listened to how the singer pronounces the words, so they already know how to pronounce them. Some students also mentioned that when they sing an English song, they can sometimes only sing the lyrics without actually knowing the meaning. There were even students who had listened to and memorized the song and its lyrics but were

still unable to pronounce the vocabulary correctly. These students only knew the pronunciation of the vocabulary as they had heard it, without knowing if their pronunciation was right or wrong.

Therefore, it is necessary to have an English learning strategy that can help the ability to speak English and add more vocabulary that can be understood by students. In this case, the researcher uses the Roleplay learning strategy which is expected to be able to help students' speaking skills and improve students' English learning outcomes.

3. Data Collection

- a. Comparison of role play learning strategies and conventional models in improving students' English-speaking skills

To compare the roleplay learning strategy and the conventional model, the researcher gave a pre-test to the students to determine the students' initial abilities before being given treatment. In this pre-test, students did a dialogue in pairs with the text that had been prepared by the researcher. In this pre-test, the researcher took 10 students from each class to take the values of Pronunciation, Grammatical Accuracy, Vocabulary, Fluency, Conversation Content, and Comprehension. The results obtained from the pre-test of the experimental class and the control class are as follows:

Table 4.1 The result of Pre-test

Preliminary test	Total Score	Average
Control Class	586	58,6
Experimental Class	592	59,2

Based on the results of the assessment obtained from the pre-test, obtained an average score in the control class of 58.6 and the experimental class of 59.2. There was no significant difference from the average of the control class and the experimental class.

The next stage of the research is to do different treatment for the two classes. In the control class, the researcher used the conventional method, namely discourse. In this class, the teacher explained the learning material through the prepared power point. During the learning process, the students actively asked questions. They were required to use English to practice their speaking skills as well in this class. The students were also asked to make groups of 6 people to make a dialogue script that used as an assessment at the end of the study.

On the other hand, the experimental class was given a roleplay learning method with the same learning material. The researcher divided the class into 7 groups, then took the following steps:

- 1) In the preparation stage, the researcher gave a theme related to the material discussed phenomena, this aimed to bring up the imagination of students which would be poured into story ideas.
- 2) Making scripts and choosing roles; at this stage the researcher guided students in the preparation of language and choice of words that would be put in the drama script. Researcher also helped students observing the roles that would be played and helped students understanding the meaning of the plays they played.

- 3) Role play; students practiced the drama that had been prepared. In this stage, the researcher gave an assessment of Pronunciation, Grammatical Accuracy, Vocabulary, and Fluency.
- 4) Evaluation and conclusion; after students practiced drama, the teacher guided students to draw conclusions from the drama they played. In this case, the researcher could provide an assessment of the content of the conversation and understanding of each student.

The post-test assessment was taken when the students in the two classes played roles. Same as at the pre-test, the values taken in this post-test include Pronunciation, Grammatical Accuracy, Vocabulary, Fluency, Conversation Content, and Comprehension. The results obtained from the post-test of the experimental class and the control class are as follows:

Table 4.2 The Result of Post-test

Post-Test	Total Score	Average
Control Class	2435	67,64
Experimental Class	2560	71,11

Based on the results of the assessment obtained from the post-test, it is known that the average score in the control class is 67.64 and the experimental class is 71.11. It shows significant difference from the average of the two classes. The experimental class has a higher average score than the control class does. This shows that the Roleplay learning method used in the experimental class is more effective than the conventional method to improve students' speaking ability.

- b. The effectiveness of roleplay learning strategies in improving students' English-speaking skills

At this stage, an effectiveness test was conducted which aims to determine the effectiveness of the roleplay learning strategy in improving students' English-speaking skills. In this effectiveness test involving 36 students in the experimental class, each student was given a pre-test which aimed to determine the ability to speak English before giving treatment. Furthermore, treatment was given by applying a roleplay learning strategy. Then at the final stage, students did a roleplay stage which would also be used as a post-test assessment to determine the students' English-speaking ability after being given treatment.

To determine the effectiveness of the roleplay strategy in learning English, data processing was conducted using gain score calculations based on the pre-test and post-test scores obtained by the students. Previously the results of the student pre-test and post-test assessments were summarized in the following table:

Table 4.3 The result of The Student Pre-test and Post-test

Variable	Pre-test	Post-test
Lowest Score	55	77
Highest score	64	100
Average	59,5	88,5
Gain Score		0,72
Gain Criteria		High

Based on the data above, the average result on the pre-test was 59.5 with the lowest score of 55 and the highest score of 64. After being given treatment using roleplay learning strategies, the average post-test results obtained by students increased to 88.5 with the lowest score of 77 and the highest score is 100. Based on the data on student learning outcomes in the pre-test and post-test or before and after learning using the roleplay learning strategy, the calculation of the score for improving students' speaking skills after using the roleplay learning strategy with the Gain Score formula is as follows:

$$g = \frac{S \text{ Post} - S \text{ Pre}}{S \text{ Max} - S \text{ Pre}}$$

$$g = \frac{88,5 - 59,5}{100 - 59,5}$$

$$g = \frac{29}{40,5}$$

$$g = 0,72$$

Based on the calculation using the Gain Score formula with reference to the previous data, the Gain Score obtained is 0.72 which is included in the "High" criteria. The Gain Score results show that there is an increase in speaking ability before and after being given roleplay learning strategies in English subjects. Thus, it can be concluded that the roleplay learning strategy in English subjects has a high level of effectiveness to improve students' speaking skills.

The roleplay learning strategy can be said to be effective because it is proven to improve students' speaking skills. During the learning

process, students are also more enthusiastic about learning to speak English with correct pronunciation and grammar. They are more confident when it comes to practice speaking, as the roleplay method is deemed as more fun compared to the conventional method, which eventually encouraged students to increase their English vocabulary as well.

B. Discussion

This study aims to determine the effectiveness of roleplay learning strategies in improving students' speaking English skills. It is hoped that after getting this learning experience students can speak using English by paying attention to six aspects, namely Pronunciation, Grammatical Accuracy, Vocabulary, Fluency, Conversation Content, and Comprehension. Speaking skill has become a necessity for every individual to communicate with others, in speaking everyone has the freedom to be able to express opinions anytime and anywhere. However, not everyone is able to express their opinions or ideas well and can be understood by others.

According to an interview with one of the students, he had a very difficult time speaking English because of his lack of English vocabulary. Furthermore, students are also afraid that their speaking partner would not understand what they are talking about because of their incorrect grammar. Megawati & Mandarani (2016) also emphasized in their research, that they found that the difficulty that students often faced when speaking English lies in the lack of

English vocabulary. This issue caused students to lack of confidence, which eventually made them reluctant to practice speaking at the end of the day.

Roleplay learning strategies were used in the data collection process in this study. By playing the role, students are required to talk to others and be able to convey the message of the role played in English. Roleplay learning strategies according to Richard Amato (2003) can provide opportunities for students to be creative by playing themselves into other characters. In this study, two classes are taken as the control class and the experimental class. Both classes are given the same learning materials and are given a pre-test and post-test. However, the researcher made the control class to employ a conventional learning method, while roleplay learning method is used in the experimental class.

In the data collection process, both classes were given a pre-test to determine the students' speaking ability. The average pre-test assessment in the control class was obtained at 58.6 and in the experimental class was 59.2. Then the experimental class was given treatment by using a role play learning strategy, to compare the role play learning strategy and the conventional model. After being given different treatments to the two classes, then a post-test was carried out with the results of the control class average being 67.64 and the experimental class getting an average result of 71.11.

Based on the results of the average acquisition, it can be seen that the average of the experimental class is greater than the control class, so it can be concluded that the experimental class using the roleplay learning strategy can

improve students' speaking ability more than the control class with conventional learning methods.

Furthermore, the data processing was carried out using the effectiveness test in the experimental class using a gain score. This test aims to determine the effectiveness of the roleplay learning strategy in improving students' English-speaking skills. On the pre-test, the experimental class obtained an average score of 59.5, with the lowest score of 55 and the highest score of 64. After being given treatment using a roleplay learning strategy, the post-test average results obtained by students increased by 88.5 with the lowest score of 77 and the highest value is 100. Then the calculation is carried out using the Gain Score formula with reference to the previous data, the Gain Score obtained is 0.72.

The gain score classification is as follows: if the value of $g \geq 0.7$ is included in the "High" classification, if the value is $0.3 \leq g < 0.7$ then it is included in the "Medium" classification and if the $g < 0.3$ value is included into the "Low" classification. Since the gain score obtained for the experimental class is 0.72, then it is included in the High classification. Therefore, it can be concluded that the roleplay learning method is considered to be more effective to improve students' English-speaking skills.

After learning using roleplay, some students said that learning process is be more fun compared to the conventional learning process, which is in line with the research result of roleplay strategy conducted by Setyawati (2019). Furthermore, students also find it easier to understand the English learning

material being taught. They mentioned that the learning method helps them to improve their vocabulary as well, for they are happier when learning the material compared to when the traditional method is being employed. This eventually resulted to the student to be easier to learn language and keep improving.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the results of research on the effectiveness of roleplay learning strategies to improve students' speaking skills, it can be concluded that:

1. Many of the students have limitations in speaking English, most of the students understand what to say but it is difficult to convey. This is caused by a lack of English vocabulary and hesitation when there are unclear pronunciations. Therefore, the researcher used roleplay learning strategies to help students improve their speaking skills. There were two classes taken as samples, one class as a control class with conventional learning method and the other as an experimental class that was treated with a roleplay learning strategy. The researcher carried out pre-tests and post-tests to measure students' progress. In the pre-test, the control class obtained an average score of 58.6, and the experimental class obtained an average score of 59.2. After the students received different treatments in each class, the post-test results showed that the average score increased to 67.64 in the control class and 71.11 in the experimental class. From the average obtained, there is a significant difference between the control and experimental classes, where the experimental class gets a higher average score than the control class. Therefore, it can be concluded that the experimental class that uses roleplay learning strategies is better than the control class that uses conventional learning methods.

2. After being treated using roleplay learning strategies in the experimental class, some students found learning English to be more fun. They get a lot of vocabulary because in this teaching and learning process they use English as much as possible both during discussions and questions and answers. This is also evidenced by the calculation of the Gain Score obtained by the results of the pre-test and protest from the experimental class. From the assessment carried out, it was obtained that the average result in the pre-test was 59.5 with the lowest score of 55 and the highest score of 64. Then in the post-test the average result obtained by students increased to 88.5 with the lowest score of 77 and the highest score of 100. calculation using a gain score and the result is 0.72. Based on the gain score classification table, if the score is ≥ 0.7 then it is included in the "High" classification. So, it can be concluded that the roleplay learning strategy is considered effective to improve students' English-speaking skills.

B. Suggestions

This study examines the effectiveness of using role play to improve speaking skill for the eleven grade students of SMA N 6 Semarang. The researcher admits that this study has imperfections. Therefore, both positive and negative feedback are highly appreciated to inform and improve future research efforts. Based on this study, the researcher has made the following recommendations:

1. Since the focus of this research is students' speaking ability, further research can be done using roleplay learning strategies to improve three

other language skills such as reading ability, writing ability and listening ability.

2. As it is proven that roleplay is more effective compared to the conventional teaching-learning method, it encouraged for teachers to start using roleplay as one of the teaching methods in their classes, so that students can be happier when learning and not being bored of the the traditional lecture method.
3. For further studies, it is necessary to develop a role play learning strategy to be able to improve students' cognitive abilities as seen from students' English learning outcomes.
4. For further researcher, this study enable future researcher to do similar role play study. Specifically, the effectiveness of using role play to improve speaking within Technological Pedagogical Content Knowledge (TPACK) as media collaborator. The researcher thus can provide information, ideas, expertise, and techniques in order to enhance the quality of English education research.

Learning a language should be fun and creative, so creating a dynamic and interactive learning environment is more recommended than a traditional teacher-lecturing approach. Therefore, it is essential to develop English learning methods that provide a pleasant atmosphere and overcome boredom. One effective approach is incorporating roleplay into lessons. Additionally, teachers should utilize creative learning media and maximize the use of existing facilities and infrastructure in

schools to support the learning process, resulting in a more effective environment for students.

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APPENDICES

Appendix 1. Research Permit Application Letter

**PEMERINTAH PROVINSI JAWA TENGAH**
DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH MENENGAH ATAS NEGERI 6
SEMARANG
Jalan Ronggolawe 4 Smg. Telp.7605578, 7609076; Fax. (024) 7605578.KP
50149
Surat Elektronik: sman06semarang@gmail.com Website :<http://www.sman6smg.sch.id>


SURAT KETERANGAN
Nomor : 421.5/ 215 / 2022

Yang bertanda tangan dibawah ini Kepala SMA Negeri 6 Semarang menerangkan bahwa :

N a m a : AUDY KRISNANDYAZ RAKASIWI
NIM : 17420075
Fakultas / ProgdI : Pendidikan Bahasa dan Seni / Bahasa Inggris
Universitas : Universitas PGRI Semarang

Berdasarkan surat dari Cabang Dinas Pendidikan Wilayah 1 No. 421.5/1963 tanggal 25 April 2022, Mahasiswa tersebut diatas telah mengadakan/melakukan Penelitian Observasi Data di SMA Negeri 6 Semarang pada tanggal 9 Mei s.d 7 Juni 2022. dengan judul **“ THE EFFECTIVENESS OF USING ROLE PLAY TO IMPROVE SPEAKING SKILL FOR THE ELEVEN GRADE STUDENTS OF SMA N 6 SEMARANG”**.

Demikian surat keterangan ini dibuat, agar dapat dipergunakan sebagaimana perlunya.

Semarang, 17 Juni 2022
Kepala Sekolah

Dra. Lukita Yuniati, M.Kom
0630610 199303 2 004

Appendix 2. Kartu Bimbingan Dosen Pembimbing I



KARTU BIMBINGAN FINAL PROJECT MAHASISWA UNIVERSITAS PGRI SEMARANG

NAMA : Audy Krisnandyaz Rakasiwi

NPM : 17420075

FAK/PRODI : FPBS/PEND. BAHASA
INGGRIS

DOSEN PEMBIMBING I : Dra. Maria Yosephin W.L., M.Pd.

NO	WAKTU BIMBINGAN	MATERI YANG DIKONSULTASIKAN	TANDA TANGAN
1.	10 Agustus 2021	Pengantar jil	<i>ML</i>
2.	23 Sept 2021	Judul acc	<i>ML</i>
3.	24 Sept 2021	Prop revisi	<i>ML</i>
4.	8 Okt 2021	Proposal acc	<i>ML</i>
5.	16 Nov 2021	Bab 1 revisi	<i>ML</i>
6.	21 Nov 2021	Bab 2 revisi	<i>ML</i>
7.	17 Des 2021	Bab 2 acc	<i>ML</i>
8.	22 Agt 2022	Bab 3 & 4	<i>ML</i>
9.	18 Nov 2022	Bab 4 revisi	<i>ML</i>
10.	10 Jan 2023	Bab 5	<i>ML</i>
11.	12 Sept 2023	Bab 5 ol	<i>ML</i>
12.	24 Juli 2024	Acc ujian	<i>ML</i>

Appendix 3. Kartu Bimbingan Dosen Pembimbing II



**KARTU BIMBINGAN FINAL PROJECT
MAHASISWA UNIVERSITAS PGRI SEMARANG**

NAMA : Audy Krisnandyaz Rakasiwi

NPM : 17420075

FAK/PRODI : FPBS/PEND. BAHASA
INGGRIS

DOSEN PEMBIMBING II : Sri Wahyuni, S.Pd., M.Pd.

NO	WAKTU BIMBINGAN	MATERI YANG DIKONSULTASIKAN	TANDA TANGAN
1.	11 Agustus 2021	Pengajuan judul	
2.	23 Sept 2021	Outline skripsi	
3.	24 Sept 2021	Proposal	
4.	8 Okt 2021	Revisi Proposal	
5.	16 Nov 2021	ace Proposal	
6.	21 Nov 2021	Bimbingan Instrumen	
7.	17 Des 2021	Revisi Instrumen	
8.	22 Agst 2022	Bimbingan bab 1-3	
9.	17 Nov .2022	Ace bab 1-3	
10.	10 Jan 2023	Pengajuan bab 4-5	
11.	01 Sept 2023	Revisi Bab 4-5	
12.	24 Juli 2024	Ace Bab 4-5	

Appendix 4 Observation Sheet

LEMBAR OBSERVASI KETERLAKSANAAN PEMBELAJARAN MENGUNAKAN MEDIA ROLE PLAY

School Name : SMA N 6 Semarang

Class :

Date and time :

No	Aspects Observed	Execution			
		SD	D	A	SA
A	Preliminary activities				
	1. Opening the lesson with prayers and greetings				
	2. Motivate students				
	3. Giving knowledge about good and bad				
B	4. Explain learning objectives				
	Main activities				
	5. Using learning resources and other media to support learning				
	6. Carry out learning according to the competencies to be achieved				
	7. Facilitating student learning				
	8. Applying scientific learning				
	9. Using time allocation according to plan				
	10. Provide opportunities for students to work independently and in groups				
C	11. Stimulate active student participation				
	12. Guiding students who have difficulty				
	Closing				
	13. Doing reflection by involving students				
	14. Explain the lesson plan for the next meeting				

Description :

SD : Strongly Disagree

D : Disagree

A : Agree

SA : Strongly Agree

Appendix 6. Research Instrument

Lembar Wawancara Guru Mata Pelajaran Bahasa Inggris

1. What do you think about English subjects?
2. What method do you use in teaching English materials in class?
3. What teaching materials do you usually use in learning? And what do you think about the teaching materials you use?
4. Do you have difficulty in using learning materials?
5. Are there students who still have difficulty in understanding the learning material? How do you deal with students who still find it difficult?
6. Besides the difficulty in capturing learning material, are there other factors that affect the low ability of speaking in English?
7. How do you improve the English speaking skills of students who have difficulty?
8. Do you think that the level of students' vocabulary mastery affects the students' English speaking ability?
9. Have you ever used other learning strategies in the teaching and learning process in the classroom? What strategy do you use?
10. What do you think about English learning strategies using role playing?
11. Do you think that role-play learning strategies for learning English can improve students' speaking skills? And what is the reason?

Lembar Wawancara Siswa Mata Pelajaran Bahasa Inggris

1. Apa pendapat Anda tentang pelajaran bahasa Inggris?
2. Menurut Anda apa kegunaan bahasa Inggris?
3. Apakah Anda mengalami kesulitan dalam belajar bahasa Inggris?
4. Materi apa yang menurut Anda paling sulit dalam belajar bahasa Inggris dan mengapa?
5. Bagaimana penguasaan Anda dalam belajar kosakata bahasa Inggris?
6. Apakah menurut Anda proses pembelajaran saat ini menyenangkan?
7. Pembelajaran seperti apa yang Anda harapkan dalam belajar bahasa Inggris

INSTRUMENT OF PRE-TEST

Activity : Speaking Test

Instruction : The students are asked to make a dialogue in pairs with their classmates or those

who are close together. With the theme of experience during online learning.

Example :

Wanda : Hi, Bitu what are you doing on holiday?

Bitu : Hi wanda, If I stay at home, I will spend my holliday with helping my parent

Wanda : But if you are not at home, what will you do?

Bitu : If I spend my holiday with going vacation, I will go to mountain,then what about you?

Wanda : Me? If I spend my holiday at home, I will doing some exercises

Bitu : What if you not at home? What are you doing on holiday?

Wanda : If I spend my holiday on vacation, I will go to the beach to get my self healing.

Bitu : okey, by the way you know what? I gotta knews from about daffa. He is on a competition

while doing holiday. that was great isn't it? And if he wins the competition he will treat us

Wanda : Really? But when?

Bitu : He said this Saturday, but i don't know

Wanda : This Saturday? I don't know, if I can't go with all of you, tell him I charge on the

other day.

Bitu : okey, but wait, what happen with you?

Wanda : I have a check up schedule to the doctor.

Bitu : ouh I am so sorry, if you don't feel well, you don't have to go with us, you should go to

the doctor

Wanda : yea but if the doctor's schedule is right. If its not on schedule, I can go with you guys.

Bitu : Can I ask you something? If you go to the doctor it means you are sick? What kind of

sickness do you have?

Wanda : I checked my teeth, I used to have a toothache. I had cavity and it hurt so muc.

Bitu : well do you often eat chocolate and candy?

Wanda : Yes, I'm. If I didn't eat chocolate in the past, this wouldn't happened

Bitu : yeah but sometimes it depends on how we take care of our teeth. If we take care of our

teeth properly, things like that won't be happen. By the way, Are you bored? I feel bored.

Wanda : not really, If you feel bored, you can do something fun.

Bitu : Well, you free today?

Wanda : yes I am

Bitu : can we hang out? Watch a movie tonight and have a dinner?

Wanda : Yeah, I think I can, but If my mother allows me, I can go.

Bitu : If your mom doesn't allows you, can I visit your house?

Wanda : yea sure, why not If that is the case, my parents will definitely allow me.

Bitu : Okay if it doesn't raint tonight, I will go straight to your house

Wanda : okey see you soon

Bitu : see you

Appendix 7. Documents of the Research

INSTRUMENT OF POST-TEST

JURNAL KBM SMA NEGERI 6 SEMARANG
TAHUN PELAJARAN 2021 - 2022

Hari/Tanggal: Selasa, 24 Mei 2022

No.	Mata Pelajaran	Pengajar	Presensi		Jumlah Siswa	Nama Siswa yang tidak hadir	Pokok Bahasan	Paraf Pengajar
			Hadir	Absen				
1	PPKN	Sigit Pandu C. S. Pd				Arbitya (G) Azmi (A)	TIS	
2	PPKN	Sigit Pandu C. S. Pd						
3	Fisika	Cholis Aen, S. Pd	34	2	36	sda	pemanasan global	
4	Fisika	Cholis Aen, S. Pd						
5	Matematika Minat	Emi Widyayanti, S. Pd						
6	Matematika Minat	Emi Widyayanti, S. Pd						
	Bahasa Inggris	Dra Hj Ida Rahmawati	30	2	36	sda	Explanation text	
	Bahasa Inggris	Dra Hj Ida Rahmawati						
	Ekonomi	Drs. Sunekmahmad						
	Ekonomi	Drs. Sunekmahmad						

CS Dipindai dengan CamScanner

Di-log kelompok

Ghani: "Have you heard the news? We have to evacuate now, there is a tornado on the way here."

Labal: "Hahaha, your jokes are so funny! I'm so scared, I will cry later."

Nabeel: "Labal, don't be like that, who knows it's true news."

Argya: "I don't like living here. But we would have to be grateful. There is many other cities who was affected by disaster."

Adika: "We have to hurry up and evacuate ourselves. I feel so lucky and grateful because you watch the news."

Sinonim

1. Evacuate → Move out Arti: Mengalihkan diri	3. Teror → Ancaman Arti: Valid
2. Scared → Afraid Arti: Takut	4. Grateful → Terima Kasih Arti: Berpengaruh
1-5 Ghani - Adika	5. Disaster → Bencana Arti: Bencana

CS Dipindai dengan CamScanner

Appendix 8. Students' worksheet

Activity : Speaking Test

Instruction : The students were asked to make groups of six, then the students made a drama

script with the theme: Health, Education and the Environment during a pandemic

Read the short drama example below so you can make a script with your teammates!

Gubrakkk!!

The sound of things falling from the shelves. The convenience store patrons were surprised to

hear the sound. The atmosphere of the supermarket which was originally quiet suddenly

became a little rowdy.

Anton: "Sorry, I didn't mean to" said a middle-aged man in front of the goods shelf.

Bella: "It's okay, it can be fixed"

Choky: "Sorry sir, why don't you wear a mask" suddenly a voice came from behind the crowd.

Anton : "What's the use of wearing a mask" answered in a high tone.

Choky: "Don't you care about this Covid-19 pandemic?"

Bella: "Yes, sir, why don't you use a mask, while in supermarkets it is mandatory to wear a

mask."

Anton: "Covid doesn't exist, why do you believe in covid?!".

Choky: "Wow, you are really bad, you don't really care about others."

Bella: "Sorry, sir, you don't wear a mask to protect yourself, but to protect others."

Destry: "That's right, wearing masks is not for us, but to protect others. This Covid-19

pandemic is not something we can take lightly, but we must be able to prevent it together, there

have been many fatalities due to this Covid-19 case, would you like to how many more lives

will be sacrificed?" (respond from someone in a typical medical uniform)

Choky: "Well, there have been many victims from this pandemic, why don't you want to wear

a mask, while you also look unwell, sneeze and have a pale face."

Anton: "I don't believe in Covid-19. I also don't have covid, I just have a common cold, don't

overdo it!"

Destry: "Sorry, sir, it would be nice if we all took care of each other, if you don't believe on

Covid-19, that is your right, but to take care of each other from unwanted things is our

obligation."

Bella: "That's right, sir, especially if you are in a public place, where the spread of the covid19 virus is much faster, so it is mandatory for all of us to at least prevent it by doing preventive

measure, namely maintaining distance, washing hands, and wearing masks."

Choky: "It's really hard to tell stubborn people." He said in an annoyed tone.

Anton: "Why are you all making a fuss, it's up to me whether I want to wear a mask or not, it's

none of your business!" snapped the middle-aged man with emotion.

Destry: "You're not like that, it's all of us to remind each other. If you don't obey health

protocols, it's better if you don't go out of the house. Try to think that if you don't wear a mask,

then you get the virus, then you go home and infect your wife. , how are your children and your

relatives?"

Bella: "Looking for a hospital right now is very difficult, sir. If you get covid, do you really

want to lose your loved ones?"

Choky: "Let it go, he really doesn't have self-awareness."

Anton: "Hey, what right do you have to advise me like this, covid is just bullshit."

Destry: "Are you saying nonsense? How many lives have been victims of this deadly virus, do

you know about it? Do you know what it's like for me and my friends to fight together against

this virus? Seeing every day thousands or even hundreds of Covid-19 fighters die? Do you

know? If you can't take care of other people, at least don't put others at risk for your behavior."

Seeing the commotion that did not go away, a few minutes later the security officers came to

the crowd.

Security : "Sorry, sir, to be in this supermarket, all visitors must comply with the health

protocols required by the government for the sake of mutual health, if you cannot obey the

regulations, please leave this supermarket."

Anton : " What is this supermarket, forcing people over silly things."

Choky: "When you come home you get Covid-19, then you know the taste."

Anton : " Shut up, I don't care."

Finally, the middle-aged man named Anton was taken by security officers to go to the security

room because of his actions that did not comply with health protocols.

The crowd dispersed with a little counseling from the end of the supermarket who is a medical

worker. Because not many people understand the importance of complying with health

protocols, there is a need for counseling aimed at making ordinary people willing to participate

to protect themselves from the Covid-19 virus

Appendix 9. The Analysis of Students' Pre-Test and Post-Test in Experiment Class

No	Nama	Pre Test	Post Test
1	AIDA FAUZIAH		85
2	ANANDA PUTRI SAGITA		0
3	ANGELA SYIFA NOER OEMARDHI		100
4	ANNISA HAKIQI	64	98
5	AQILA GITHA SASHENKA		95
6	ARGYA RANDI PRATAMA		0
7	AURELIO NAYLA TUZZAHRA	63	95
8	DEVIO ANANTA		83
9	DIVA PUSPITA NENDRA		77
10	FAISAL ZAKLY		80
11	FARRELINO INDRATMA ZAKI		0
12	GAYATRI MINERVA LIYA	62	90
13	HANIF KURNIAWAN SANI		83
14	HANITYA CHARISMA WIDYA		90
15	IQBAL FADHIL ADIANSYAH		91
16	LINTANG ANGGRAENI LISTYANTO	61	93
17	MARISA EKA RAHMAWATI	55	89
18	MOCHAMMAD RANIY SAPUTRA		0
19	MUHAMMAD ABIYU RIZKY		86
20	MUHAMMAD ADIKA PRSTIA PRAKASA		79
21	MUHAMMAD ADMIRAL PASANDIDA		90
22	MUHAMMAD AZKA WIJASENA	56	82
23	MUHAMMAD AZKA RIFQY SUKMA DARMAWAN		93
24	NABEEL FISICHELA FAZLI	59	86
25	NABILA FITRIA NUR A'INI	58	85
26	NASHIR FATAH ABDUL GHANI		90
27	OKTAVIA RAHMADHAYANI		0
28	R. BIMA SANWANDINA AL RASYID		0
29	RAHADIANSYAH MULIA	58	78
30	RINDYA SUKMA ARUM		80
31	SALMA 'AISYAH		82
32	SHAHIRUL YASYKUR NAJIB		0
33	TALITHA ALIYA NAIRA		100
34	VERREL AZIZ KARJANA	56	90
35	WINDA KUSUMANINGRUM		90
36	YASINTA AYU WULANDARI		100
JUMLAH		592	2560
RATA-RATA		59.2	71.1
NILAI MAKSIMAL		64	100
NILAI MINIMAL		55	77

Appendix 10. The Analysis of Students' Pre-Test and Post-Test in Control Class

No	Nama	Pre Test	Post Test
1	AIDA FAUZIAH		73
2	ANANDA PUTRI SAGITA		67
3	ANGELA SYIFA NOER OEMARDHI	55	75
4	ANNISA HAKIQI		75
5	AQILA GITHA SASHENKA		0
6	ARGYA RANDI PRATAMA		67
7	AURELIO NAYLA TUZZAHRA	60	69
8	DEVIO ANANTA	60	78
9	DIVA PUSPITA NENDRA		68
10	FAISAL ZAKLY		73
11	FARRELINO INDRATMA ZAKI		68
12	GAYATRI MINERVA LIYA		67
13	HANIF KURNIAWAN SANI	61	74
14	HANITYA CHARISMA WIDYA		80
15	IQBAL FADHIL ADIANSYAH		73
16	LINTANG ANGGRAENI LISTYANTO		80
17	MARISA EKA RAHMAWATI	61	74
18	MOCHAMMAD RANIY SAPUTRA		69
19	MUHAMMAD ABIYU RIZKY		75
20	MUHAMMAD ADIKA PRSTIA PRAKASA		67
21	MUHAMMAD ADMIRAL PASANDIDA		67
22	MUHAMMAD AZKA WIJASENA	59	77
23	MUHAMMAD AZKA RIFQY SUKMA DARMAWAN		79
24	NABEEL FISICHELA FAZLI		70
25	NABILA FITRIA NUR A'INI		73
26	NASHIR FATAH ABDUL GHANI	58	67
27	OKTAVIA RAHMADHAYANI		64
28	R. BIMA SANWANDINA AL RASYID		64
29	RAHADIANSYAH MULIA		77
30	RINDYA SUKMA ARUM	52	69
31	SALMA 'AISYAH	60	79
32	SHAHIRUL YASYKUR NAJIB		64
33	TALITHA ALIYA NAIRA		0
34	VERREL AZIZ KARJANA	60	70
35	WINDA KUSUMANINGRUM		73
36	YASINTA AYU WULANDARI		70
JUMLAH		586	2435
RATA-RATA		58.6	67.64
NILAI MAKSIMAL		61	80
NILAI MINIMAL		52	64

The Analysis of Gain Score

KELAS KONTROL	PRE	POST
N MAX	61	80
N MIN	52	64
RATA-RATA	56.5	72
GAIN	0.66	
KRITERIA	SEDANG	

KELAS EKSPERIMEN	PRE	POST
N MAX	64	100
N MIN	55	77
RATA-RATA	59.5	88.5
GAIN	0.72	
KRITERIA	TINGGI	

Appendix 11. Berita Acara Ujian Skripsi



YAYASAN PEMBINA LEMBAGA PENDIDIKAN PERGURUAN TINGGI PGRI SEMARANG
 FAKULTAS PENDIDIKAN BAHASA DAN SENI
UNIVERSITAS PGRI SEMARANG
 Kampus : Jalan Sidodadi Timur Nomor 24 Semarang Indonesia, Telp. (024) 8448217, 8316377
 Faks. (024)8448217 Website: www.upgris.ac.id

BERITA ACARA UJIAN SKRIPSI

Pada hari ini Rabu 07 Agustus 2024, berdasarkan susunan tim penguji skripsi :

1. Nama : Siti Musarokah, S.Pd., M.Hum.
 Jabatan : Ketua
2. Nama : Dr. Rahmawati Sukmaningrum, S.Pd., M.Pd.
 Jabatan : Sekretaris
3. Nama : Dra. Maria Yosephin, M.Pd
 Jabatan : Anggota (Penguji I)
4. Nama : Sri Wahyuni, S.Pd., M.Pd.
 Jabatan : Anggota (Penguji II)
5. Nama : Dr. Ririn Ambarini, S.Pd., M.Hum.
 Jabatan : Anggota (Penguji III)

Dengan ini menyatakan bahwa mahasiswa yang tersebut di bawah telah diuji skripsinya.

Nama : Audy Krisnandyaz Rakasiwi Fakultas : FPBS
 N.P.M : 17420075 Program Studi : Pendidikan Bahasa Inggris
 Program Pendidikan : Strata 1

Judul skripsi :
 THE EFFECTIVENESS OF USING ROLE PLAY TO IMPROVE SPEAKING SKILL FOR THE ELEVEN GRADE
 STUDENTS OF SMA N 6 SEMARANG

Nilai :

Demikian berita Acara Ujian skripsi dibuat untuk diketahui dan dipergunakan seperlunya oleh pihak-pihak yang berkepentingan.

Ketua,

 Siti Musarokah, S.Pd., M.Hum.

Penguji I,

 Dra. Maria Yosephin, M.Pd

Penguji II,

 Sri Wahyuni, S.Pd., M.Pd.


Sekretaris,

 Dr. Rahmawati Sukmaningrum, S.Pd., M.
 Penguji III,

 Dr. Ririn Ambarini, S.Pd., M.Hum.



Appendix 12. Usulan Tema dan Pembimbing Skripsi.



YAYASAN PEMBINA PENDIDIKAN PERGURUAN TINGGI PGRI SEMARANG
UNIVERSITAS PGRI SEMARANG
FAKULTAS PENDIDIKAN BAHASA DAN SENI
 JALAN GAJAH RAYA NO. 40 SEMARANG

USULAN TEMA DAN PEMBIMBING SKRIPSI

Yth. Ketua Program Studi *)

1. Pend. Bahasa dan Sastra Inggris
2. ~~Pend. Bahasa dan Sastra Jawa~~
di Semarang


Dengan hormat,
 Yang bertanda tangan dibawah ini,
 N a m a : Audy Krisnandya Rakasiwi
 N P M : 17920075
 bermaksud mengajukan tema skripsi dengan judul :

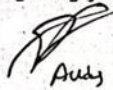
The Effectiveness of Using Role Play to Improve Speaking Skill for the
Eleven Students of SMA N 6 Semarang

.....


Selanjutnya, dosen pembimbing skripsi kami serahkan sepenuhnya kepada Ketua Progd., dengan keputusan pembimbing :

1. Dra. Maria Yosephin, M.Pd.
2. Sci Wahyuni, S.Pd., M.Pd.

Menyetujui,
 Ketua Program Studi,

 NIP./NPP.

Semarang, 10 Agustus 2021
 Yang mengajukan,

Audy krisnandya

Appendix 13. Pengajuan Ujian Skripsi


YAYASAN PEMBINA LEMBAGA PENDIDIKAN PERGURUAN TINGGI PGRI SEMARANG
UNIVERSITAS PGRI SEMARANG
FAKULTAS PENDIDIKAN BAHASA DAN SENI

PENGAJUAN UJIAN SKRIPSI

Dinjukan Oleh:

N a m a : Audy Krisnandiyar Rakaswi

N P M : 17920075

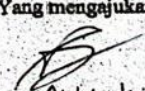
Jurusan : 1. Pend. Bahasa Inggris
 2. Pend. Bahasa dan Sastra Indonesia
 3. Pend. Bahasa dan Sastra Daerah

Tema Skripsi :
The Effectiveness of Using Role Play to Improve Speaking Skill for the
Eleven Students of SMA N 6 Semarang

Untuk dilaksanakan pada :
 Hari / Tanggal : 7 Agustus 2024
 Waktu : 09.00 - 10.00
 Ruang : 208

Adapun sebagai penguji :

1. Penguji I : Dra. Maria Yosephin, M.Pd.
 2. Penguji II : Eni Wahyuni, S.Pd., M.Pd.
 3. Penguji III : Dr. Ririn Ambarini, S.Pd., M.Hum.

Semarang,
 Yang mengajukan,

Audy Krisnandiyar

Menyetujui,
 Ketua Program Studi,
