

**THE EFFECT OF ROLE PLAY TECHNIQUE ON
STUDENTS' SPEAKING SKILL AT GRADE
VIII SMP N 5 PADANGSIDIMPUAN**



A Thesis

*Submitted to the State Islamic University of Syekh Ali Hasan Ahmad
Addary Padangsidempuan as a Partial Fulfillment of the Requirement
for the Graduate Degree of Education (S.Pd) in English*

WRITTEN By:

**NUR HAPIPAH LUBIS
Reg. Num. 21 203 00058**

**ENGLISH EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHERS TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN**

2025

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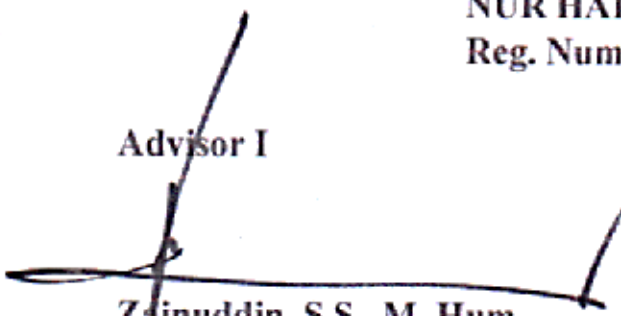
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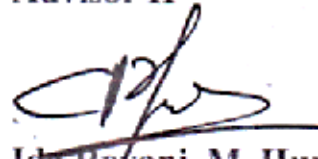
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ENGLISH EDUCATION STUDY PROGRAM

**TARBIYAH AND TEACHERS TRAINING FACULTY
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PADANGSIDIMPUAN**

2025

LETTER OF AGREEMENT

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to:
Dean Tarbiyah and Teacher Training Faculty
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Assalamu'alaikum Warahmatullahi Wabarakatuh,

After reading, studying and giving advice for necessary revise on thesis belongs to Fitri Wahyuni Nasution, entitled "*The Effect of Role Play Technique on Students' Speaking Skill at Grade VIII SMP N 5 Padangsidempuan*", the researcher assume that the thesis has been acceptable to complete the requirement to fulfill the degree of Islamic Educational Scholar (S.Pd) in English Department, Tarbiyah and Teacher Training Faculty, in UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of English Department of Tarbiyah and Teacher Training Faculty UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Thank you

Wassalamu'alaikum Warahmatullahi Wabarakatuh

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I hereby declare that I have arranged this thesis by myself without asking for illegal assistance from the others, except the guidance of the advisors and without plagiarism in accordance with the State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan Student Code of Ethics in article 14 verse 2.

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ABSTRACT

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The selection of the role play technique in this study was based on the low speaking ability of eighth-grade students at SMP N 5 Padangsidimpuan, which was indicated by lack of confidence, limited vocabulary, pronunciation difficulties, and limited opportunities to practice speaking actively. Role play was chosen because it provides contextual, interactive learning activities that encourage students to communicate in situations resembling real-life communication. This study aimed to identify students' speaking skills before and after the implementation of the role play technique and to determine whether the technique had a significant effect on students' speaking skills. This research employed an experimental method using a one-group pre-test and post-test design. The sample consisted of eighth-grade students of SMP N 5 Padangsidimpuan, and the instrument used was a speaking test. The theoretical framework discusses the concept of speaking skills and role play technique. The findings revealed that students' speaking skills improved after the application of role play. The result of the t-test showed that the t-count was higher than the t-table, indicating that the alternative hypothesis was accepted. Therefore, it can be concluded that the role play technique has a significant effect on improving students' speaking skills.

Keywords: Role Play Techniques, Speaking Skills.

ABSTRAK

Nama : Nur Hapipah Lubis
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Judul Skripsi : Pengaruh Teknik Bermain Peran Terhadap
Keterampilan Berbicara Siswa Kelas VIII SMP

Pemilihan teknik role play dalam penelitian ini didasarkan pada rendahnya keterampilan berbicara siswa kelas VIII SMP N 5 Padangsidempuan yang ditandai dengan kurangnya kepercayaan diri, keterbatasan kosakata, kesulitan pengucapan, serta minimnya kesempatan berlatih berbicara secara aktif. Teknik role play dipilih karena mampu menciptakan pembelajaran yang kontekstual, interaktif, dan mendorong siswa untuk berkomunikasi secara langsung dalam situasi yang menyerupai kehidupan nyata. Penelitian ini bertujuan untuk mengetahui keterampilan berbicara siswa sebelum dan sesudah penerapan teknik role play, serta untuk mengetahui pengaruh signifikan teknik tersebut terhadap keterampilan berbicara siswa. Penelitian ini menggunakan metode eksperimen dengan desain one-group pre-test and post-test. Sampel penelitian adalah siswa kelas VIII SMP N 5 Padangsidempuan. Instrumen yang digunakan berupa tes berbicara. Landasan teori dalam penelitian ini membahas konsep keterampilan berbicara dan teknik role play. Hasil penelitian menunjukkan adanya peningkatan kemampuan berbicara siswa setelah penerapan teknik role play. Hasil uji-t menunjukkan bahwa nilai t hitung lebih besar daripada t tabel, sehingga hipotesis alternatif diterima. Dengan demikian, dapat disimpulkan bahwa teknik role play berpengaruh signifikan terhadap keterampilan berbicara siswa kelas VIII SMP N 5 Padangsidempuan.

Kata Kunci: Teknik Bermain Peran, Keterampilan Berbicara.

خلاصة

اسم : نور حبيبة لوبيس
رقم الطالب : ٢١٢٠٣٠٠٥٨
عنوان الأطروحة : تأثير تقنيات لعب الأدوار على مهارات التحدث لدى طلاب الصف الثامن في مدرسة المدرسة المتوسطة الحكومية الخامسة بادانج سيديميوان

يستند اختيار أسلوب لعب الأدوار في هذه الدراسة إلى انخفاض مهارات التحدث باللغة الإنجليزية لدى طلاب الصف الثامن في المدرسة المتوسطة الحكومية الخامسة بادانج سيديميوان، والذي يتمثل في ضعف الثقة بالنفس، وقلة المفردات، وصعوبات في النطق، إضافة إلى قلة فرص الممارسة الشفوية داخل الصف. وقد تم اختيار أسلوب لعب الأدوار لأنه يوفر أنشطة تعليمية تفاعلية وسياقية تشجع الطلاب على التواصل الشفهي في مواقف تشبه الحياة الواقعية. تهدف هذه الدراسة إلى معرفة مهارات التحدث لدى الطلاب قبل تطبيق أسلوب لعب الأدوار وبعده، وكذلك إلى معرفة مدى تأثير هذا الأسلوب على مهارات التحدث لديهم. استخدمت هذه الدراسة المنهج التجريبي بتصميم المجموعة الواحدة مع الاختبار القبلي والبعدي. تكونت عينة البحث من طلاب الصف الثامن في المدرسة المتوسطة الحكومية الخامسة بادانج سيديميوان، وكانت أداة البحث المستخدمة اختبار التحدث. تناول الإطار النظري في هذه الدراسة مفهوم مهارات التحدث وأسلوب لعب الأدوار في تعليم اللغة الإنجليزية. وأظهرت نتائج الدراسة وجود تحسن في مهارات التحدث لدى الطلاب بعد (t) المحسوبة أكبر من قيمة (t) أن قيمة (t-test) تطبيق أسلوب لعب الأدوار. كما أظهرت نتائج اختبار الجدولية، مما يدل على قبول الفرضية البديلة. وبذلك يمكن الاستنتاج أن أسلوب لعب الأدوار له تأثير ذو دلالة إحصائية في تحسين مهارات التحدث لدى طلاب الصف الثامن في المدرسة المتوسطة الحكومية الخامسة بادانج سيديميوان

الكلمات المفتاحية : تقنيات لعب الأدوار، مهارات التحدث،

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

All praises due to Allah SWT, the Almighty who has provided all my life's necessities so I can complete this thesis entitled “The Effect of Role Play Technique on Students’ Speaking Skill at Grade SMP N 5 Padangsidimpuan”. Then, pray along with greetings to the spirit of our prophet Muhammad SAW who has brought us into Islamiyah era.

I am proud to say how valuable the participations of institutions, lecturers, family, and all friends that have been in the process that I have gone through to get to this point. In this occasion, I would like to express my gratitude and immortalize their names in my precious work.

1. Zainuddin, S.S, M.Hum., as my first advisor, Ida Royani, M.Hum, as the second advisor who has been guided, supported, advises, and suggested me with great patience to finish this thesis. May Allah always give health and blessing in her live.
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I realize this thesis cannot be considered perfect without critiques and suggestions. Therefore, it is such a pleasure for me to get critiques and suggestions from the readers to make this thesis better.

Padangsidempuan, 23 September 2025
Researcher

Nur Hapipah Lubis
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CHAPTER I

INTRODUCTION

A. The Background of the Problems

English speaking ability is a crucial skill for students to master in facing the demands of education and daily life. However, many students at SMP Negeri 5 Padangsidempuan still have poor English Speaking skills. Despite having studied English for several years, most students still struggle to express their ideas or opinions verbally.

One of the main causes of students' poor speaking skills is psychological barriers such as fear and embarrassment. Students often feel afraid of making mistakes when speaking English, especially when speaking in front of their classmates. This feeling lowers their self-confidence and makes them reluctant to actively participate in speaking activities in class.

Furthermore, the lack of opportunities to practice speaking outside of class is also a contributing factor to students' poor speaking skills. Unaccustomed to using English in real-life situations outside of the school environment, students are not trained to speak spontaneously and naturally.

Another factor is the limited exposure to English in everyday life. Most students prefer to use their regional languages or Indonesian

in everyday communication, both at home and at school. This means they don't have enough opportunities to become accustomed to hearing and using English contextually.

Thus, students' low speaking ability, psychological barriers, lack of practice outside the classroom, and limited exposure to English are challenges that need to be addressed immediately so that students can improve their speaking skills and be more confident in using English in various situations.

Various techniques have been developed to overcome these problems, one of which is the use of active and fun learning techniques such as Role Play. Role Play is a Learning Technique in which students are given the opportunity to play certain roles in situations that simulate real conditions.¹ This technique not only provides contextual speaking practice experiences, but also stimulates students' creativity and self-confidence because they learn in an interactive and fun atmosphere.² By using role play, students are invited to communicate actively, develop improvisation skills, and practice intonation and expression that are appropriate to the communication situation.

Role-playing in the classroom actively engages students in the learning process by allowing them to act as stakeholders in imaginary

¹Larsen-Freeman, D., & Anderson, M. (2011). *Techniques and Principles in Language Teaching* (3rd ed.). Oxford University Press, P.120

²Nunan, D. (2003). *Practical English Language Teaching*. McGraw-Hill. P. 76

or real-life scenarios. In role-playing, the teacher selects a specific event or situation that illustrates key theories or may be important to the learning topic. Students are given detailed background reading and assigned stakeholder roles as preparation. The format of stakeholder interactions can vary and may depend on available time or resources. The role-playing concludes with a debriefing or reflection phase that reinforces the concepts introduced in the role-playing.³ Therefore, role-playing can be considered an effective instructional strategy as it promotes active student engagement, facilitates experiential learning through structured roles and interactions, and strengthens students' understanding of key concepts through reflection.

Hirsch argues that role play consists of the key elements of experiential learning. David Kolb defined learning as “the process whereby knowledge is created through the transformation of experience. The role play technique allows students to apply concepts and problems that have been introduced through lectures and readings to a situation that reflects reality. As students are directly active during the role play it is more effective in “embedding concepts” into their long term memory.⁴ Role play is a hands-on approach to learning as

³ Kanokwan Manorom and Zoe Pollock Role Play as a Teaching Method: A Practical Guide, 2006. P. 4

⁴ David kolb “Experience with Scripted Role Play in Environmental Economics”, in Journal of Economic Education, Spring, 1999, p. 127 <https://learningfromexperience.com/downloads/research-library/experiential-learning-theory.pdf>

opposed to more abstract forms of learning such as lectures or essay writing. In role-play students learn through active involvement and Therefore personal experience. They also have the opportunity to reflect on this experience.

Role Play also introduces concepts that are important in professional practice such as understanding how knowledge is developed and produced, in particular the use of Language and how language constructs knowledge, logic and prominence of voice.⁵ Students learn to communicate knowledge in a meaningful and persuasive manner.

Moreover, role play illuminates the divisions and differences between and within groups. Role play in the classroom demonstrates effectively that different stakeholders use different information sources and often hold distinct, if not conflicting views, but that resolutions can be reached. Students learn to work with differing personalities, beliefs, value systems, abilities and background experiences. They develop a greater appreciation of the range of perspectives held on a particular issue and come to recognize the complexity of negotiation and their own role. They realize that they may not have all the answers (and that there may be no easy answer) but see the “critical issues for their professional practice.

⁵ Norman, Heidi; “Exploring Effective Teaching Strategies: Simulation Case Studies and Indigenous Studies at the University Level,” in *The Australian Journal of Indigenous Education*, vol. 33, 2004, p. 19.

Thus, this study aims to determine the extent of the influence of role play techniques on students' speaking skills at SMP N 5 Padang Sidempuan. This study is expected to not only provide theoretical contributions in the field of English language learning, but also provide practical contributions to the development of more innovative and effective English language learning in the school environment.

B. The Identification of Problem

Based on the background that has been explained, there are several problems that can be identified in learning English speaking skills for students at SMP N 5 Padangsidempuan, as follows.

1. Students have low Speaking ability in English at SMP N 5 Padangsidempuan.
2. Students feel embarrassed and afraid of making mistakes when Speaking English, especially in front of others.
3. Lack of speaking practice outside the classroom causes students to be unaccustomed to using English in real-life situations.
4. Limited exposure and use of English in daily communication hinder the development of Speaking Skills.

C. The Limitation of the Problem

This research, the researcher did not discuss all factors in speaking. The researcher only focused to the one of factor speaking that was about teaching Role Play Technique on students' speaking skill at grade VIII SMP N 5 Padangsidimpuan.

The study focuses only on the improvement of students' speaking performance through the implementation of the Role Play Technique during classroom learning activities. It does not discuss other English language skills such as listening, reading, or writing, nor does it compare Role Play with other teaching methods. In addition, the research is restricted by the number of participants (one class only) and the duration of treatment, so the findings cannot be generalized to all students or other schools with different learning contexts.

D. The Formulation of the Problem

Based on the limitation of the problem in this research can be formulated as follows bellow:

1. How is students' speaking skill at Grade VIII SMP N 5 Padangsidimpuan before learning by using role play technique?
2. How is students' speaking skill at Grade VIII SMP N 5 Padangsidimpuan after learning by role play technique?

3. Is there any significant effect of the role play technique on students' speaking skill at Grade VIII SMP N 5 Padangsidimpuan?

E. The Objectives of the Research

Based on limitation of the problems above, the objectives of this study include the following:

1. To know students' speaking skill at Grade VIII SMP N 5 Padangsidimpuan before learning using role play technique.
2. To know students' speaking skill at Grade VIII SMP N 5 Padangsidimpuan after learning using role play technique.
3. To know whether there is or there is not any significant effect of role play technique on students' speaking skill at Grade VIII SMP N 5 Padangsidimpuan.

F. The Significances of the Research

This research is expected to provide the following benefits:

1. For The Head Master to be an information toward teachers' progress in teaching speaking and to be information that this research can solve students' problem in speaking learning.
2. For the teacher: to be an information that this research can improve teaching-learning quality in speaking skill especially. This research will give some information to the teacher about the role play

technique so the teacher can enhance learning quality by choosing the right technique to use in English learning.

3. Further researchers, to be one of research sources for another related research. This research is expected to be useful to the next researchers in enhancing speaking skill.

G. The Definition of Operational Variables

This research consists of two variables that should be clarified are as follows:

1. Speaking Skill

Skill speaking as a skill that express someone understanding, tell intended meaning that can be understood by others, use language in an appropriate context, and fluent in interaction.

2. Role play

Role Play technique is a learning technique that provides students with the opportunity to play roles according to the specified situation, either spontaneously or in a structured manner.

CHAPTER II

THE LITERATURE REVIEW

A. Theoretical Description

In this part consists of the literature review that involves the systemic identification, of containing the information related to the research problems. This research reviewed the theories of the concept of the speaking skill. For a more detailed discussion will explain the concept of speaking skill.

1. The Concept of Speaking Skill

The concept of this section is related about more explanations of the speaking skill that consists of definition, Components, Types, Teaching of Speaking, Principles, assessment, Material of the speaking in the following below.

a. The Definition of Speaking Skill

Speaking is a communication process that conveys, states, gives / informs and ask for ideas, thoughts, feelings, opinions, and discusses perceptions using words or articulation sounds that can be learned through the teaching and learning process.¹

Speaking is a person's ability that has a positive influence on improving good speaking skills. Speaking is not only about

¹Fitri Rayani Siregar, "English Education English Journal for Teaching and Learning How to Enhance Lecturers "Speaking Skill?"(2019).P.15–28.

rhythm and intonation, but also how we convey feelings or something to others and convey the right meaning. In speaking, if someone wants to be heard or responded to by the other person, the content or words used must be accompanied by politeness.

Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information.² Mastering speaking is not easy. Although English has been taught since the students were in elementary school. As of today, there are still many students who complaint that they have difficulties in speaking. As a result, they also find difficulties in learning English material especially in role play.

Speaking skill is an important part of the curriculum in language teaching, and this makes an important object of assessment as well.³ It is also a crucial part of Second language learning. For the students, the ability of English speaking is an important measurement of academic success. In teaching speaking, teachers should have the ability to guide students in learning and increasing students' speaking ability. Speaking

² Ernidah Hasibuan, Gina Lestari, Fitri Rayani Siregar, Fitriadi Lubis, "*The Effect of Drill Method on Speaking Mastery in Personal Invitation*" :university college of yayaan pahang, 2019 p.71 <http://www.ucyp.edu.my>

³ J. Charles Alderson and Lyle F. Bachman. *Assessing Speaking*. United Kingdom: Cambridge University Press, 2004. p. 1

becomes a problem for some students because it is complicated production skill.

According to Thornbury, speaking is a skill, an interactive ability that requires cooperation with other language components. Speaking skills need to be learned and practiced independently from other parts of the language, such as grammar and listening. In such a situation, the teaching and learning process in each class will be as interesting as possible to attract students' interest in learning other language components.⁴ Speaking is a communication process that conveys, expresses, info, and provides ideas, thoughts, feelings, opinions, and discusses perceptions using words or articulation sounds that can be learned through the teaching and learning process.⁵ Therefore, speaking plays a crucial role in enabling students to express themselves effectively and engage in meaningful communication, making it an essential aspect of language mastery.

Speaking is also a well-developed tool in communication and sharing ideas between speakers and listening to meet that

⁴ Thornbury, S. (2005). *How to Teach Speaking*. London: Longman Press.

⁵ Improving Students' Speaking Ability through Problem Solving Technique at the 1st Group 2nd Semester Students of Ma'had Jami'ah IAIN Padangsidempuan", (2017). p.1

needs.⁶ A speaker must encode a message and the listener must decide or interpret the message containing information. According to Brown “Speaking is the act of conveying information or expressing one’s thoughts and feeling in spoken language”. In short, speaking skill are the ability to carry out linguistic knowledge in actual communication.⁷ Therefore, effective speaking skill plays an important role in enabling learners to express ideas clearly, confidently, and meaningfully in real-life communication.

Based on several definition from the experts above, it can be concluded that speaking is a language skill that involves the process of oral communication to convey ideas, feelings, opinions, and information using words or articulation sounds that can be learned and trained through the teaching and learning process. This skill does not only depend on mastery of grammar, rhythm, and intonation, but also requires politeness, clarity of meaning, and effective interaction between the speaker and the listener. Thus, speaking is an interactive and functional ability in social and educational life.

⁶ Hayriye Kayi, “Speaking Activities to Promote Speaking in a Second Language, The Internet TESL,” Nevada XIL, no. 11 (2006):,p.1. <http://www.scrip.org/reference/referencpapers?Referenceid=26334>

⁷ H. Brown Teaching by Pribinciples: An Interactive Approach to Language Pedagogy, 2nd ed. (White Plains, NY: Pearson Education, 2001). 270

b. Speaking Components

There are five components in speaking skills, namely: Pronunciation, Grammar, Vocabulary, Fluency, and Understanding. Therefore, this research explains each of these components one by one:⁸

1) Pronunciation

The way words or language are pronounced. It can refer to the generally agreed upon sequence of sounds used in pronouncing a particular word or language in a particular dialect or simply the way a particular individual pronounces the word or language. Pronunciation refers to the way words are produced and spoken, including sounds, stress, rhythm, and intonation patterns. Proper pronunciation helps listeners understand the speaker's message clearly and reduces misunderstanding in communication.

According to Harmer, pronunciation is the ability to produce comprehensible speech by using correct sounds, stress, and intonation. In speaking activities, pronunciation is essential because even a small error in sound production may change the meaning of words.⁹ Moreover, clear pronunciation helps listeners understand the speaker's message more easily

⁸ Richard, J. C., & Renandya, W. A. (2002). *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge University Press.

⁹ Harmer, J. (2007). *How to Teach English*. Harlow: Pearson Longman.

and reduces the possibility of miscommunication. Therefore, mastering pronunciation is crucial for students to communicate effectively and confidently in oral interaction.

Therefore, pronunciation in speaking skill refers to students' ability to articulate words clearly and accurately so that their speech can be understood by others.

2) Grammar

Grammar is one of the essential components of speaking skill because it determines how words are arranged to form meaningful sentences. Grammar refers to the rules that govern the structure of sentences, including word order, tense, agreement, and sentence patterns.

Grammar is the rules for forming words and constructing sentences.¹⁰ Grammar is a system of rules that governs the conventional arrangement and relationship of words in sentence. Grammar is a set of rules that define the structure of language. Grammar can be a way of combining linguistics units.

Similarly, Brown (2001) states that grammar is a system of rules governing the conventional arrangement and relationship of words in sentences. In oral communication,

¹⁰ Bull, *Oxford Learner's Pocket Dictionary*, p.193

grammatical accuracy contributes to clarity and effectiveness, although minor grammatical errors may still be acceptable as long as the meaning is understood.¹¹

Therefore, grammar in speaking skill refers to students' ability to use correct sentence structures when communicating orally. Good grammatical competence allows students to express ideas more clearly, reduce misunderstandings, and improve overall speaking performance.

3) Vocabulary

Vocabulary refers to the knowledge of words and their meanings used to express ideas in communication. Vocabulary plays a crucial role in speaking because it enables speakers to convey messages effectively.

Vocabulary is the knowledge of words and their meanings. Vocabulary is essential to learning English and is related to other skills. Without it, one cannot communicate effectively.¹² Having a limited vocabulary is also a barrier that hinders learners from learning a language.

¹¹ H Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 2nd ed. (White Plains, NY: Pearson Education, 2001), p 275

¹² Fitri Rayani Siregar and Eka Sustri Harida, *Building A Better Vocabulary By Word Formation Process*, 2021, P.4

On the other hand, having a large vocabulary to use will help our verbal communication flow and allow us to start eliminating distractions such as, umm and uhh. Furthermore, vocabulary is a group of words to create sentence structures in conveying ideas or messages to the listener. The meaning of a word is often defined by its relationship to other words.¹³

4) Fluency

Fluency refers to the ability to speak smoothly, naturally, and continuously with minimal hesitation. Fluency focuses more on the flow of speech rather than accuracy.

Fluency is the way a person speaks at a normal speed like a native speaker or someone who masters the language because people who master the language can master the language well. Fluency can be interpreted as the ability to speak. This is one of the main elements of speaking ability so that the interlocutor can understand the ideas or messages conveyed by the speaker well.¹⁴

5) Comprehension

Comprehension is the ability to understand spoken language and respond appropriately in communication. It

¹³ Penny Ur, *A Course in Language Teaching Practice and Theory* (New York: Cambridge University Press, 2009), P.60 <https://doi.org/10.9790/0837-19664456>

¹⁴ Rivers, *Teaching Foreign Language Skills*, 2nd ed. (London, n.d.), P. 270-271 https://books.google.co.id/books/about/Teaching_foreign_language_skills.html?hl=id&id=mz1LqyPf4YAC&redir_esc=y.

involves understanding the meaning, intention, and context of the conversation.

Comprehension is the ability to fully Comprehension and become accustomed to a situation or fact. In addition, understanding can also mean the primary capacity to understand and appreciate: the power to grasp ideas: the ability to know. In short, understanding is important to avoid misunderstandings between speakers and listeners.¹⁵

Researchers listen to several components in speaking because speaking ability is an important ability to communicate in English.

c. Types of Speaking

There are five basics type of speaking performance as explained in the following.¹⁶

1) Imitative

A very limited portion of classroom speaking time may legitimately be spent generating “human tape recorder” speech, where, for example, learners practice an intonation contour or try to pinpoint a certain vowel sound.

¹⁵ Arthur Hoge, *Assessing Speaking, Handbook of Second Language Assessment* (UK: Cambridge University Press, 2004), p.131-146.
<https://doi.org/10.1017/s0267190500003548>

¹⁶ Douglas Brown, *Language Assessment Principle and Classroom Practice* (United State America: Longman, 2004), P. 327-330.

2) Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language.

3) Responsive

A good deal of student speech in the classroom is responsive: short replies to teacher or student-initiated questions or comments.

4) Transaction (Dialogue)

Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language.

5) Extensive

Finally, students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches.

There are five basic types of speaking performance in English learning. First, imitative, which is the ability to imitate certain speech or pronunciation such as intonation or vowel sounds. Second, intensive, which involves speaking exercises to train aspects of phonology or grammar in more

depth. Third, responsive, which is the ability to provide short responses to questions or statements from teachers or friends. Fourth, transactional, in the form of conversations that aim to convey or exchange information in a more complex way. Finally, extensive, which is the ability to speak in the form of long monologues such as oral reports, summaries, or short speeches that are usually done by intermediate to advanced students.

d. Teaching Speaking Skill

Teaching speaking is a way to enable students to build effective oral interactions to communicate, express needs, ideas, and use language fluently. Teaching speaking is an action carried out by teachers in the classroom to teach some activities to English language learners, such as producing English speech sounds and sound patterns, using words and sentence stress, intonation patterns, and second language rhythm¹⁷. Then, choose the right words and sentences according to the right social environment, audience, situation, and topic. Then arrange these thoughts in a meaningful and logical order. Use language as a means to express values and

¹⁷ Sri Rahmadhani Siregar, "Using Direct Method in Teaching Speaking," *English Education* 4, no.37 (2016):p.466, <https://jurnal.uinsyahada.ac.id/index.php/EEJ/article/view/1294>

judgments. Finally, use language quickly and confidently with fluency.

According to Brown, teaching speaking "showing or helping someone to learn," "guiding and facilitating learning," "giving instructions, directing learning about something, providing knowledge that causes people to know or understand," and "enabling learners to learn how to do something."¹⁸ Creating an appropriate educational environment and providing instruction are part of teaching. This is activities in which teachers participate, or also referred to as the process of helping students learn about the world around them. Educational goals, resources provided, procedures, environment, instructors, and students make up the environmental system. In general, speaking is a type of communication, and its purpose is to tell others what is on one's mind. Speaking, on the other hand, can be formed to communicate thoughts, feelings, and provide immediate reactions that motivate others to do something.

Based on the explanation above, it can be concluded that teaching speaking is an important part of learning and

¹⁸H. D. Brown, (2001). *Teaching by Principles: an Interactive Approach to Language Pedagogy*. New York: Pearson Education. P.334

teaching a second language. Teaching speaking means giving some instructions to students so that they are able to communicate using spoken language effectively.

e. Principles of Teaching Speaking Skills

There are several principles in teaching speaking.¹⁹ First, the language context consists of a foreign language context and a second language context so that teachers must teach the language to students based on the language context they need. Then, in the learning process, teachers must provide opportunities for students to practice fluency and accuracy of speaking. Another important thing is that students should be given more opportunities to speak through group work activities during the lesson. In addition, speaking tasks that involve negotiation to find meaning can make students develop by communicating in the target language through interaction. Interaction certainly involves understanding both the speaker and the listener so that teachers must design classroom activities that involve linguistic and interactional speaking guidance and practice.

¹⁹ Sri Rahmadhani Siregar, "Using Direct Method in Teaching Speaking," *English Education*4, no. 38 (2016): p.466, <https://jurnal.uinsyahada.ac.id/index.php/EEJ/article/view/1294>

By using these principles, the goals of teaching speaking can be achieved step by step. First, students should be given more opportunities to speak in the second language context through group work activities, authentic materials and tasks, and also share their knowledge with others.²⁰ Second, students should be stimulated by the teacher to speak in every lesson. Third, the teacher should give marks, rewards, and praises for students' responses. Fourth, students should be given more opportunities to speak through group work activities. Fifth, the teacher gives specific questions to suggest students to speak more. Sixth, the teacher does not correct students' pronunciation mistakes too often when they speak. Seventh, speaking activities should be carried out inside and outside the classroom. Finally, the teacher looks around the classroom to monitor the work and activities of each student and the teacher also learns some important vocabulary before carrying out class activities. Brown proposed some successful speaking activities such as: students talk a lot and all students are required to be active in class to speak in expressing their ideas. Students also have highly motivated to express their ideas and others understand

²⁰ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 2nd ed. (White Plains, NY: Pearson Education, 2001), 270.

what they are talking about. In teaching speaking, teachers must adapt to the context of the language being studied and provide many opportunities for students to practice speaking, especially through group work and interactive tasks. Teachers need to motivate students, give praise, and not correct pronunciation mistakes too often so that students are confident. Speaking activities must be carried out in and outside the classroom with teachers actively supervising.

f. The Assessment of Speaking

In assessing speaking skills, several aspects must be considered to obtain an objective and comprehensive evaluation. Speaking is a complex skill that involves the ability to pronounce words correctly, use appropriate vocabulary and grammar, organize ideas fluently, and interact effectively. Therefore, the assessment criteria should reflect these components.

According to Brown, speaking assessment generally includes five key components namely: pronunciation, grammar, vocabulary, fluency, and comprehension. Each

Components contributes to a holistic evaluation of learners' oral ability.²¹

1. Pronunciation refers to how accurately and naturally students produce sounds, stress, and intonation patterns that make their speech understandable to others.
2. Grammar assesses the correct use of sentence structures, tenses, and word forms in oral communication.
3. Vocabulary measures the range and appropriateness of words students use to express their ideas clearly.
4. Fluency concerns the ability to speak smoothly and coherently without excessive hesitation or pauses.
5. Comprehension evaluates how well students understand the conversation and respond appropriately to interlocutors.

Brown further explains that assessing speaking should not only focus on accuracy, but also on communicative effectiveness that is, the speaker's ability to use language functionally in real communication.²² In this sense, Performance based assessment is recommended because it allows students to demonstrate their speaking ability in

²¹ H. Brown, *Language Assessment: Principles and Classroom Practices*, (New York: Pearson Education, Inc., 2004), p. 172.

²² Douglas Brown, *Language Assessment: Principles and Classroom Practices* (New York: Pearson Education, 2004), pp. 172–175.

meaningful contexts such as discussions, interviews, or role plays. This type of assessment reflects authentic language use and provides teachers with a more valid measure of students' communicative competence.

g. Material of Speaking

The material of speaking in VIII class is about: Asking for Attention:²³

1) Asking for Attention

Asking for attention is an expression used to attract the attention of others before we speak or convey something.

a) Examples of Asking for Attention Expressions:

a. Formal Expressions

1. May I have your attention, please?
2. Excuse me, can I say something?
3. Could I have your attention?
4. I'd like to say something.
5. Attention, please.

b. Informal Expressions

1. Hey, listen to me!
2. Look at this!
3. Guys, listen up!

²³Jack C. Richards and David Bohlke, *Creating effective language lessons* (New York: Cambridge University Press, 2011), p. 45

4. Yo, check this out!
5. Wait a second, please.

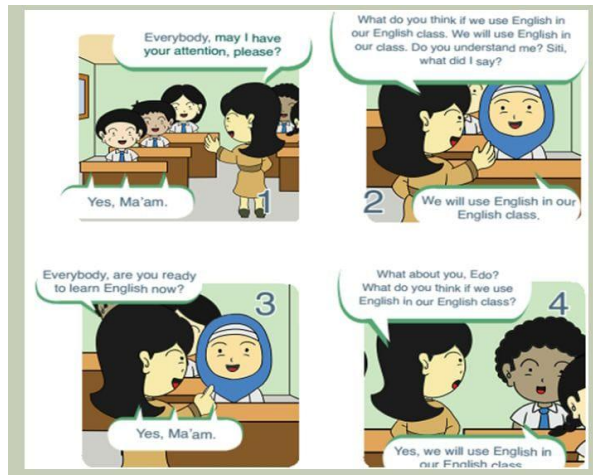


Figure II.1 The exercise of asking for attention

2. Role Play

a. Definition of Role Play

Role Plays are an ideal tool for developing fluency. They also serve as a focal point in lessons that integrate all four skills. They are aimed at two types of teachers: those who are experienced in teaching role plays and are looking for new ideas to try; and those who are less experienced and are looking for guidance on how to use the technique. They are suitable for use in large or small classes at any level of general English or ESP courses.

Many experts have different opinions in defining role playing. Here are some points of view about role playing.

Role playing is giving students appropriate topics, providing interests and subjects to discuss, dividing them into groups, increasing the amount and quality of verbal interaction.

Ramadhan explains the key point of this activity is understanding the other person's situation, and to do this well the 'player' needs to understand the other participant's role, not just his own.²⁴ This emphasizes the importance of empathy and mutual understanding in spoken interaction.

It is concluded that Role Playing is a technique in teaching English where students learn in imaginary situations or roles to develop students' fluency. The situations and roles are made like real situations so that students know the function of English in real life.

b. Basic Role Play Elements

In designing effective role play activities, it is important to understand the basic elements that form the foundation of a successful role play. According to Paulston and Bruder, there are three primary components: the situation, the roles, and useful phrases.²⁵ These three

²⁴ Febrio Ramadhan, Sudjoko S., Audi Yundayani "Improving Students' Speaking Skill through Role Play Technique" *jurnal English Education Program*, STKIP Kusuma Negara, Indonesia 4, no 2

²⁵ Paulston, Christina Bratt, dan Mary Newton Bruder. *Teaching English as a Second Language: Techniques and Procedures*. Cambridge: Cambridge University Press, 1976.

elements work together to create a realistic and meaningful simulation of real-life communication.

First, the situation provides the context for the role play. It sets the scene, determines what is happening, and guides what actions or dialogue the participants are expected to perform. The clearer and more relevant the situation, the easier it will be for learners to engage and understand the task.²⁶ In addition, a well-designed situation encourages students to use appropriate language functions, vocabulary, and expressions that reflect real-life communication. As a result, students can practice speaking in a more meaningful and authentic way, which helps improve their confidence and communicative competence.

Next, the roles are established through character lists and role assignments. All characters should be given found or fictional names, which helps create a sense of realism and encourages learners to fully immerse themselves in the scenario. Details such as personality traits, background experiences, and motivations may also be included to enrich the character development and interaction.

²⁶Harmer, Jeremy. *The Practice of English Language Teaching*. Pearson Education Limited, 2007.

Finally, the inclusion of useful phrases, keywords, and technical vocabulary is essential. This linguistic input equips students with the necessary tools to express themselves within the context of the role play. It also serves as a practical method for teaching and reinforcing vocabulary in context. For advanced role plays, incorporating background knowledge related to the topic or setting may be necessary to enhance authenticity and student engagement.²⁷

When well-structured, role play becomes a powerful tool for language learning, allowing students to develop fluency, accuracy, creativity, and communicative competence in a meaningful way.

c. Benefits of role playing

Researchers discuss the benefits of role playing in classroom activities in this section. According to Wehrli and Nyquist

- 1). Role playing exercises have a number of benefits when used in the classroom. Because they must collaborate in groups, students must first take an active role.
- 2). Role playing enhances the learning process by providing equality, realism, and detail.

²⁷ Ladousse, Gillian Porter. *Role Play: Resources for Teachers and Trainers*. Oxford University Press, 1987.

- 3). Improves their language and problem-solving skills.
- 4). It offers practice to develop skills before using them in the real world and when practical experience is lacking.
- 5). It allows students to try out potentially effective behaviors in a safe environment and identify ineffective behaviors.
- 6). It can offer a completely new perspective on the situation and provide insight into emotions and interpersonal relationships.
- 7). It provides immediate feedback to teachers who evaluate their students' conceptual knowledge and application skills.²⁸

After role playing exercises, teachers often provide feedback, evaluation, and suggestions. Increasing the likelihood that what students learn in class will be applied to real-world situations.

d. Teaching by role play

According to Wehrli, the function of teachers in learning by acting is to facilitate communication in the classroom.²⁹ One of the important responsibilities of teachers

²⁸ Wehrli, G., & Nyquist, J. G. (2003). Creating an education curriculum for learners at any Level. AABB Conference Retrieved. On July 8, 2016, from <http://www2.tulane.edu/som/ome/upload/comparisonOfTeachingMethodologies.pdf>.

²⁹ G. Wehrli, & Nyquist, J. G. (2003). Creating an education curriculum for learners at any Level. AABB Conference Retrieved. On July 8, 2016, from <http://www2.tulane.edu/som/ome/upload/comparisonOfTeachingMethodologies.pdf>.

in this case is to prepare scenarios that encourage increased communication. They act as mentors for children during the activity, responding to their requests, and monitoring their progress. They may note student errors to be addressed immediately or later, during exercises that focus more on accuracy. Because this is a student centralized exercise, the teacher will not be too dominant compared to the students.

There are two kind of ways of looking at language work in role play. Either students manage with the language they know, or they practice structures and functions that have been presented to them at an earlier stage of the lesson or the course, in a free and uncontrollable way.³⁰ Through role play activities, students are encouraged to use language meaningfully in communicative situations, which helps improve their fluency and confidence in speaking.

In the first situation, when the students just cope as best they can, the teacher's aim is to bring them to the point of awareness which the necessity of acquiring certain structures evidence, as these structures are immediate relevant. Students can see how they could have put them to good use. They will

³⁰ Sumpna, *Improving the Students' Speaking Skill by Role Play*. Magister of Language Study Muhammadiyah University of Surakarta, 2010, p. 13

retain them all the more easily because they are rooted in a meaningful context.

In the second situation, role play is the active phase of learning and offers an opportunity for students to make personal use of language that has been presented them formally. Role play can be used in this way right from the start in elementary classes. As for the kind of language work to be done, role play lends itself to almost every type: structures, lexis, functions, intonation pattern and so on.

Based on the above opinion, the author then took the second situation, where students had to engage in dialogue using role-play, as this research was conducted in eighth grade at SMP N 5 Padangsidempuan. Ultimately, he wanted students to speak fluently and accurately.

B. The Related Findings

Several previous studies have shown that the use of role play technique has a significant and positive impact on students' speaking skills. The following are some studies that are relevant to the title "The Effect of Role Play Technique on Students' Speaking Skill at Grade VIII SMP N Padangsidempuan".

The first research was conducted by Putri found that role play helped students improve their fluency and confidence in speaking English. The research, which was conducted at a junior high school in Indonesia, revealed that after implementing role play in classroom activities, students became more engaged and less anxious when speaking.³¹

The second research was conducted by Yuliana and Fatmawati conducted experimental research in which they compared students taught using the role play technique and those taught using conventional methods. The findings showed that the experimental group outperformed the control group in terms of vocabulary use, pronunciation, and overall communicative ability. The researchers concluded that role play encourages learners to express ideas more freely and improves their interactional speaking skills.³²

Thirdly, the thesis of Rahmawati reported that role play activities created a positive learning environment that reduced learners' speaking anxiety. Her study emphasized that role play enables students to simulate real-life situations, making them more prepared to speak in different social contexts. As a result, students felt

³¹ Putri, "The Use of Role Play Technique to Improve Students' Speaking Ability," *Journal of English Language Teaching (JELT)* 9, no. 1 (2020): 52–60, <https://ejournal.unp.ac.id/index.php/jelt/article/view/109242>

³²Yuliana, R and Fatmawati,D. "The Effect of Role Play in Teaching Speaking Skill," *Journal of English Education and Teaching (JEET)* 3, no. 2 (2019): 123–133, <https://ejournal.unib.ac.id/index.php/JEET/article/view/9812>

more confident and motivated to participate in oral communication tasks.³³

The fourth research was conducted by Kurniawan further supports the effectiveness of role play, especially in enhancing students' ability to organize ideas and maintain dialogues. The results indicated that students involved in role-playing sessions could maintain conversations more naturally and use a broader range of expressions compared to those who were not exposed to role play techniques.³⁴

Based on the findings of these studies, it can be concluded that the role play technique is an effective strategy to improve students' speaking skill. It not only helps enhance fluency and vocabulary use but also increases learners' confidence and motivation in speaking English.

C. The Conceptual Framework

Speaking is one of the important skill that have to mastered students. Speaking is the way to do communication to deliver feelings, ideas, opinions, or information in public so speaking make us to be

³³ Rahmawati, A. "Improving Students' Speaking Skill Through Role Play Technique," *English Language in Focus (ELIF)* 1, no. 2 (2018): 123–132, <https://journal.lppmunindra.ac.id/index.php/ELIF/article/view/3003>

³⁴ Kurniawan, H. "Enhancing Students' Speaking Skills Through Role Play Technique," *Journal of Language Teaching and Research (JLTR)* 12, no. 3 (2021): 475–482, <https://doi.org/10.17507/jltr.1203.12>

more confidence to express our thinking. Speaking has become a part of daily activities. In this research find that, there are some the problem in students' speaking ability. The students' speaking ability still weak.

This research is based on the assumption that students' low speaking ability is influenced by lack of practice, low confidence, and limited exposure to English in real-life contexts. To overcome these problems, the Role Play Technique is applied as a teaching method to provide students with opportunities to practice speaking in meaningful and interactive situations.

D. The Hypothesis

Hypothesis is a temporary answer to the formulation of research problems whose truth must still be tested empirically. In quantitative research, hypotheses are formulated clearly and operationally to be tested through statistical analysis.³⁵

The researcher formulated the hypothesis of this research as follows:

1. H_a : There is a significant The Effect of Using Role Play Technique Towards Students Speaking Skill at Grade VIII SMP N 5 Padangsidempuan

³⁵ Sugiyono. 2016. Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D. Bandung: Alfabeta

2. H_o : There is no significant The Effect of Using Role Play Technique Towards Students Speaking Skill at Grade VIII SMP N 5 Padangsidimpuan.

CHAPTER III

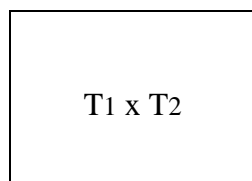
METHODOLOGY OF THE RESEARCH

A. The Time and the Location of the Research

The research has been conducted SMP N 5 Padangsidempuan. This is located at Jln. Perintis Kemerdekaan, 2271 No.61, Padang Matinggi, Kec. Padangsidempuan. This research has been conducted from Mei 2025 until September 2025

B. The Research Design

The kind of this research is quantitative experimental research with one-group pre-test-post-test design. This research uses only one class which is experimental class that have been taught with contextual teaching and learning model. The design can be seen in the following:



Where:

T1 = Pre-test score (before giving treatment).

X = Giving treatment.

T2 = Post-test score (after giving treatment)¹

¹Ahmad Nizar Rangkuti and Mara SaminLubis, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, PTK, dan Penelitian Pengembangan*, (Bandung: Citapustaka Media, 2016), p.80.

The procedures of this design are giving pre-test to the subject of the research (T1), implementing the treatment, giving post-test to the subject of the research (T2), comparing T1 and T2 to know the effect that given from the treatment, and using statistic to know whether there is significant effect of the treatment or not.

C. The Population and the Sample

1. Population

The population of this research was all the eighth-grade students of SMP Negeri 5 Padangsidempuan in the academic year 2024/2025. The total population consisted of eight classes (VIII-1 to VIII-8) with a total number of 242 students. Each class was taught by the same English teacher and used the same curriculum, so it could be considered that all classes had relatively similar characteristics in terms of English proficiency and learning environment.

The population distribution can be seen in the table below:

Table III.1 Total of Students Class VIII

NO	Class	Students
1	VIII-1	31
2	VIII-2	32
3	VIII-3	31
4	VIII-4	29

5	VIII-5	31
6	VIII-6	29
7	VIII-7	29
8	VIII-8	30
Total		242

From the table above, it can be seen that the total population is 8 classes VIII SMPN 5 Padangsidempuan. Class VIII-1 consists of thirtyone students, class VIII-2 consists of thirtytwo students, VIII-3 Which consist of thirtyone, VIII-4 Which consist of twenty nine, VIII-5 Which consist of thirty one, VIII-6 Which consist of twenty nine, VIII-7 Which consist of twenty nine, and VIII-8 Which consist of twenty, the total number of students in the population is two hundred forty-two.

2. Sample

Sample is a smaller subset taken from the population, selected to represent it in the research.² The population in this study was more than 100, which was 242 students. The researcher did not make all students of class VIII as samples from the entire population that has been explained above.

²Creswell, J. W. Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research (4th ed.). Pearson Education 2012.

The researcher selected the sample using the Cluster Sampling technique. This technique was applied because the population consisted of several classes (clusters) that were homogeneous in nature. Each class in grade VIII was treated as one cluster.

The sample was chosen randomly from the eight existing clusters. The random selection was carried out by writing all class names (VIII-1 to VIII-8) on separate pieces of paper, then drawing one name at random. As a result, class VIII-1 was selected as the research sample.

Therefore, all students in class VIII-1, amount 31 students, were included as the research sample and participated in the experimental activities using the Role Play Technique.

Thus, the sample of this research consisted of 31 students from class VIII-1 SMP Negeri 5 Padangsidimpuan.

D. The Instrument of Data Collection

This research instrument used two types of tests. The first test was a pre-test administered before the treatment to determine the extent of students' speaking skills before the researcher taught them using the technique role-play. The second test was a post-test administered after the treatment to determine the extent of students'

Speaking skills after the researcher taught them using the role-play learning technique. The instrument used in this research was a speaking test in the form of a role play. During the test, students worked in pairs to conduct conversations based on situations provided by the researcher.

The role-play situations used in the test reflected everyday life contexts appropriate to the ability level of junior high school students, for example: 1. Buying Snacks in the School Canteen. 2. Buying Pens at the Stationery Store. 3. Buying Fruit at the Market 4. Buying Ice Cream from a Street Vendor 5. Playing Soccer and Asking for a Ball 6. Borrowing a Friend's Toy 7. Asking for a Book at the Library. 8. Buying Clothes at the Store. 9. Asking the Teacher a Question in Class. 10. Buying Stationery at the School Cooperative. 11. Asking for Help with Homework. 12. Group Project Discussion. 13. Announcing a Lost Cell Phone. 14. Asking for Directions to the Bus Stop 15. Sharing Event Information.

Each aspect was assessed on a scale of 1–5, with a score of 1 indicating very poor ability and a score of 5 indicating excellent ability. The final score was calculated based on the average of these two aspects.

In evaluating speaking skill, there are several indicators that can be seen in the table below.

Table.III.2 Test of speaking

No	Aspects	Criteria	Score
1	Pronunciation	Pronunciation can be understood even with certain accent	4
		There is a problem in pronunciation that makes listeners have to be very focused and sometimes causes misunderstandings	3
		Difficult to understand because there are problems in pronunciation and the frequency is frequent	2
		Almost always wrong in pronunciation so it cannot be understood	1
2	Grammar	Almost no grammar mistakes	4
		There are some grammatical errors but it doesn't affect the meaning	3
		Many grammatical errors occur that affect the meaning and often have to rearrange conversational sentences	2
		Grammar is so bad that conversations are very difficult to understand	1
3	Vocabulary	Sometimes the pronunciation is incorrect and requires further explanation due to inappropriate vocabulary	4
		Often uses inappropriate vocabulary so that the dialogue becomes limited due to limited vocabulary	3
		Using the wrong vocabulary so that it cannot be understood	2
		Vocabulary is so limited that	1

		it doesn't allow dialogue	
4	Fluency	Smooth dialogue, very few difficulties	4
		Not very fluent due to language difficulties	3
		Often hesitate and stop because of language limitations	2
		Often pauses and stays silent during dialogue so that the dialog is not created	1
5	Comprehension	The entire content of the conversation can be understood even though there are occasional repetitions in certain parts	4
		Most of the content of the conversation is understandable although there is some repetition	3
		It is hard to follow the dialogue that is done except in the general dialogue section with slow conversation and lots of repetition	2
		Incomprehensible even in the form of a short dialogue ³	1

E. The Validity and the Reliability of Instrument

The instruments of this research are required to be valid and reliable. The instruments are valid means that the instruments are able to measure what should be measured, while reliable instruments mean that the instruments have consistency and stability in measuring things. So, the instruments should consistently measure what it should.

³ Nurhasanah, et al, Buku Guru Bahasa Inggris: Stop Bullying Now, (Balitbang: Pusat Kurikulum dan Perbukuan, 2017), p. 42-43.

1. Validity

In this research, researcher used construct validity. Construct validity is determined by expert judgment of item and sample validity.⁴ In order to have construct validity, a measure ought to adequately sample both topic and the cognitive process includes in the content universe under consideration.

Researcher validated speaking test to the teacher, In this researcher, the function of conducting the test is to measure speaking skill, so the test would be speaking itself. The validation of speaking test checked and signed by English teacher of SMP Negeri 5 Padangsidempuan.

2. Reliability

According to Sugiyono, reliability testing with internal consistency is done by trying out the instrument only once, then what is obtained is analyzed with certain techniques.

$$r_i = \frac{k}{(k-1)} \left\{ 1 - \frac{\sum s_i^2}{s_t^2} \right\}$$

Where:

K = Mean square between subjects.

$\sum Si^2$ = Mean squared error.

⁴ L. R. Gay and Petter W. Airasian, Educational Research: Competencies for Analysis and Applications, (Prentice Hall Inc: New Jersey, 2003), p. 161.

$St^2 = \text{Total of variance.}^5$

The test is reliable $r_{\text{count}} > r_{\text{table}}$ by using formulation KR-20 with $r_{\text{table}} 0.70$. Criteria of test reliability is as follows: $R11 = 0.70$ high correlation (reliable) $R11 > 0.70$ high correlation (reliable). $R11 < 0.70$ low correlation (unreliable).

Reliability of a measuring instrument is the degree of consistency with which it measures ever it measuring. This quality is essential in some kind of measurement. It will be used to prove that the instrument approximately believe as tool of collecting the data because it is regard well. The reliable instrument is the constant. Inter-rates reliability is a measure of reliability used to assess the degree to which different judge or rates agree in their assessment decisions. Interpreter reliability is useful because human observes will not necessarily interpret or material demonstrate knowledge of the construct or skill being assess.

In this research, research used construct validity. Construct validity is determined by expert judgment of item and sample validity.⁶ In order to have construct validity, a measure ought to adequately sample both the topic and the cognitive process includes in the content universe under consideration.

⁵Sugiyono, 356.

⁶L. R. Gay and Peter W. Airasian, *Educational Research: Competencies for Analysis and Applicatons*, (Prentice Hall Inc: New Jersey, 2003), p. 161

Research validated speaking test to the teacher. In this research, the function of conducting the test is to measure speaking skill, so the test would be speaking itself. The validation of speaking test checked and signed by English teacher of SMP Negeri 5 Padangsidimpuan.

F. Procedure of Collecting Data

The process of collecting data in this study is divided into three main stages: **pre-test**, **treatment**, and **post-test**. These stages are implemented systematically to investigate the effect of using role play technique on students' speaking skill.

1. Pre-test

- a. The researcher prepared research instruments, namely a pre-test and post-test. The instrument used in this study was a speaking test in the form of a role play.
- b. The researcher coordinated with the English teacher of Grade VIII at SMP N 5 Padangsidimpuan to arrange the research schedule and obtain permission to conduct the study.
- c. The researcher prepared the learning materials and lesson plans for teaching speaking using the Role Play technique.
- d. Before the treatment, the researcher administered a pre-test to the students in order to measure their initial speaking skills.

- e. The researcher recorded
- f. The results of the pre-test served as the baseline data for the students' speaking skills before receiving the treatment.

2. Treatment

In this step, the researcher taught asking for attention using a role-playing technique. This was done to determine whether or not there were any changes in students' speaking after using the role-playing. The procedure was as follows:

Meeting 1

- a. Teacher opened class by greeting and pray before learning.
- b. Teacher took attendance list.
- c. Teacher made ice breaking.
- d. The teacher asks the students whether they know the meaning of asking for attention.
- e. The teacher asks simple questions about examples of asking for attention.
- f. The teacher introduces formal and informal sentences in the material asking for attention
- g. The teacher asks students to write on the board examples of asking for attention: example
 - a. Excuse me
 - b. Attention please

- c. Listen to me
- h. The teacher explains the material on asking for attention and provides examples through examples given by students.
- i. The teacher teaches how to read an example of asking for attention, then the students follow, then the teacher asks one student to come to the front to guide the reading of the example that has been written on the board and the other students follow.
- j. The teacher creates a short dialogue related to the example of asking for attention material.
- k. The teacher asked 2 students to come to the front to practice the dials they had made.
- l. The teacher gives time to ask questions if there is anything that is still unclear.
- m. The teacher invites students to pray together
- n. The teacher closes the lesson with a greeting

Meeting 2

- a. Teacher opened class by greeting and pray before learning.
- b. Teacher took attendance list.
- c. Teacher made ice breaking.
- d. The teacher asked whether the students still remembered the previous material.
- e. The teacher re-explains asking for attention

- f. The teacher demonstrates students to have a dialogue with their partner.
- g. The teacher demonstrates that students provide conclusions about the material asking for attention.
- h. The teacher asks simple questions related to the material asking for attention as reinforcement.
- i. The teacher gives time to ask questions if there is anything that is still unclear.
- j. The teacher invites students to pray together.
- k. The teacher closes the lesson with a greeting.

3. Post-test

- a. After the treatment, the researcher administered a post-test to measure the improvement of students' speaking skills.
- b. The post-test was similar in form and difficulty to the pre-test, The instrument used in this study was a speaking test in the form of a role play.
- c. The results of the post-test were compared to the pre-test results to determine the effect of the Role Play technique.
- d. Students recorded results from the pre-test and post-test are collected and scored according to the scoring guidelines.
- e. The speaking performance scores were based on main aspects: pronunciation, grammar, vocabulary, fluency and

comprehension, with descriptors and score ranges as provided in the speaking rubric.

- f. The data obtained were then tabulated for further statistical analysis.

G. Technique of data Analysis

The data are analyzed after collecting the data from the test. The data are analyzed by testing the normality and testing the hypothesis. The result of counting normality test and hypothesis test is described in this section.

1. Normality Test

Normality test is used to know the score from data in pre-test and post-test are normal or not. The researcher used *Chi-Quadrate* formula to test the normality data. The formula is in the following:

$$\frac{(f_0 - f_h)^2}{f_h}$$

f_0 = The frequency of the data

f_h = The expected frequency⁷

After calculating the data, the result shows that the data are normal distributed. Where X_2 count is smaller than X_2 table both in the pre-test and post-test data. So, parametric statistic is used for testing the hypothesis.

⁷ Sugiyono, 82.

2. Homogeneity Test

This study used a one-group pre-test–post-test design (one experimental class). The between-group homogeneity of variance test is generally used to compare two independent groups (e.g., experimental vs. control). Because the pre-test and post-test data come from the same sample (paired), the between-group homogeneity test is not necessary to determine the choice of hypothesis test. The formula is in the following:

$$F = \frac{\text{Varian terbesar}}{\text{Varian terkecil}}$$

F = Calculated f value

$$\mathbf{Varians} = \frac{\sum(x-x\bar{)}^2}{n-1}$$

x = Each students' grades

$x\bar{}$ = Average value

n = Number of samples⁸

3. The Hypothesis Test

T-test is used to test whether there is significant effect between the data. The formula of t-test that used is according to the result of normality test. Because the result of normality test shows that the data are normal, so the t-test parametric statistic is used for testing the hypothesis. The formula of t-test is in the following:

⁸ Sugiyono, 140.

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2} - 2r \left(\frac{s_1}{\sqrt{n_1}} \right) \left(\frac{s_2}{\sqrt{n_2}} \right)}}$$

X1 = Mean from the first data

X2 = Mean from the second data

S1 = Standard deviation from first data

S2 = Standard deviation from second data

S12 = Varians first data

S22 = Varians second data

r = The relationship between first and second data⁹

The alternative hypothesis is accepted if the calculated t is higher than the table t. This means H_a is accepted and H_o is rejected. Thus, there is a significant influence between the role play learn model and the speaking ability of eighth-grade students of SMP N 5 Padangsidimpuan.

The null hypothesis is accepted if the calculated t is lower than the t table. This means that H_o is accepted and H_a is rejected. This states that there is no sign influence between the role play learning model and the speaking ability of eighth-grade students at SMP N 5 Padangsidimpuan.

⁹ Sugiyono, 122.

CHAPTER IV

THE RESULT OF THE RESEARCH

This chapter presents research results based on data analysis on the influence of role-play techniques on speaking skills at grade VIII SMPN 5 Padangsidempuan. Data were obtained from pre-test and post-test results. This study used a quantitative method with normality tests using chi-square and t-tests to test the hypotheses.

A. The Description of Data

The data were analyzed from the tests which have been done by the students. There were two kinds of tests, which were pre-test and post-test. The explanation of the data description is presented below.

1. Data Description of Pre-test

The VIII-2 grade is as the sample for this research. From the students' performance in pre-test, the students' scores have been calculated as the table below:

Table IV.1: The Pre-test Score Description

Description	Scores
Total Score	1480
Highest score	75
Lowest score	20
Mean	47.22
Median	50
Mode	55
Range	55
Interval	6
Stndar deviation	13.66
Variance	186.83

From the table, it is clearly seen that the total score is 1480, in which the total score is the total of points that have been got by the students. In the calculations that have been done, it can be seen that the highest score is 75 and the lowest score is 20. This indicates that students' speaking skills are very low. where the mean score is 47.22. The frequency distribution in pre-test can be seen in the table below:

Table IV.2: The Distribution Frequency in Pre-test Score

No	Interval Class	MidPoint	Frequency	Percentage
1	20-28	24	3	15%
2	29-37	33	5	25%
3	38-46	42	7	35%
4	47-55	51	8	40%
5	56-64	60	3	15%
6	65-73	69	5	25%
1-9		Total	31	120%

From the provided table, it can be seen that the most frequent score for pre-test is 47-55 score of Interval with the percentage is 40% which are got by 8 students and the least frequency is 20-28 and 56-64 score of Interval which are got by 3 Student. The students' scores in class interval between 20-28 are 3 students, between 29-37 are 5 students, between 38-46 are 7 students, between 47-55 are 8 students, and between 56-64 is 3 Student, and between 65-73 are 5 students. For getting clear data description, the histogram of students' score is presented below.

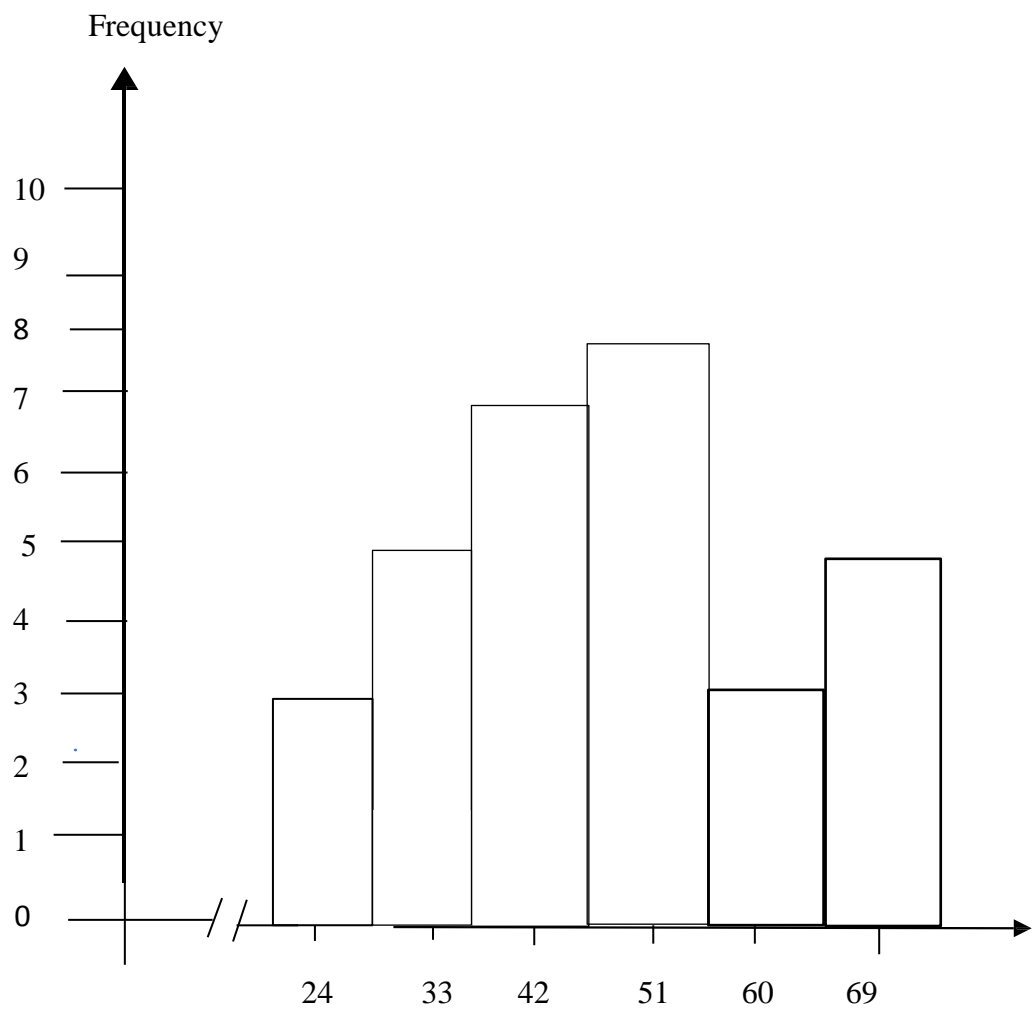


Figure IV.1: The Data Description of Students' Scores in Pre-Test

from The histogram above it can be seen frequency distribution of students' scores pre-test provided a clear description of the data. According to the picture above, 3 students had scores between 20 to 28. Interval 29 to 37 was 5, interval 38 to 46 was 7. Interval 47 to 55 was 8, interval 56 to 64 was 3 and interval 65 to 73 was 5. According to the histogram, the highest interval (47-55) had a value of 8 and the lowest interval (20-28 and 46-64) has a value of 3.

2. Data Description of Post-test

Post-test is given to know students' mastery after learning by using Role Play. After giving the Post-test, the researcher found that the students' scores are higher than pre-test scores. The scores can be seen as in the following table below.

Table IV.3: The Post-test Score Description

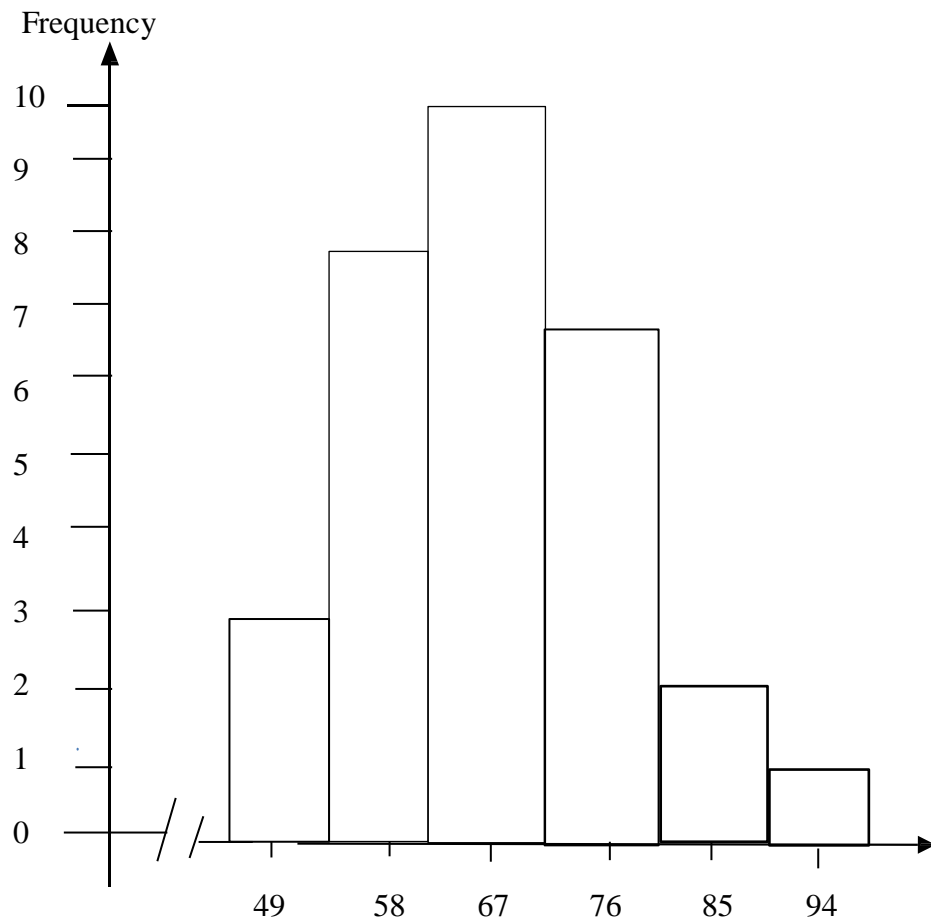
Description	Scores
Total Score	2090
Highest score	95
Lowest score	45
Mean	67
Median	70
Mode	70
Range	50
Interval	6
Standar Deviation	11.35007231
Varians	128.8241415

From the provided table, it is clearly seen that the total score is 2090, where this Score much increases than the score before. In the calculations that have been done, it is found that the highest score is 95 and the lowest score is 45. The mean score is 67, the median score is 70, and the mode score is 70. the frequency distribution in post-test can be seen in the table below.

Table IV.4: The Distribution Frequency in Post-test Score

No	Interval Class	Mid Point	Frequency	Percentage
1	45-53	49	3	15%
2	54-62	58	8	40%
3	63-71	67	10	50%
4	72-80	76	7	35%
5	81-89	85	2	10%
6	90-98	94	1	5%
	<i>I=9</i>	Total	31	155%

From the provided table, it can be seen that the most frequent score for post-test is 63 -71 with the percentage is 50 %. The least frequency is 90-98 with the percentage is 5 %. The students score in class interval between 45-53 are three student, between 54-62 are 8 students, between 63-71 are 10 students, between 72-80 are 7 students, between 81-89 is 2 students, between 90-98 is only one students. The percentage of mastering the instruments in the post-test can be seen below.



**Figure IV.2: The Data Description of Students' Score
in Post-test**

From The histogram above it can be seen frequency distribution of students' scores post-test provided a clear description of the data. According to the picture above, 3 students had scores between 45 to 53. Interval 54 to 62 was 8, interval 63 to 71 was 10. Interval 72 to 80 was 7, interval 81 to

89 was 2 and interval 90 to 98 was 1. According to the histogram, the highest interval (63-71) had a value of 10 and the lowest interval (90-98) has a value of 1.

B. The Data Analysis

The data are analyzed after collecting the data from the test. The data are analyzed by testing the normality and testing the hypothesis. The detail result of counting normality test and hypothesis test is presented in this section.

1. Requirement Test

a. Normality Test

The normality test is implemented to know that the taken data from the tests were normal or abnormal. This is crucial to be tested to help the researcher choosing the good statistical test for testing the hypothesis.

After calculating the data, the result shows that the data are normal distributed. Where X^2 count is smaller than X^2 table both in the pre-test and post-test data. So, parametric statistic is used for testing the hypothesis.

Having counted the normality test of pre-test and post-test by using Chi-Quadrate formula, the researcher found that both

pre-test and post-test 59 scores are normal distributed. The table below shows the result of normality test:

Table IV.5: The Result of Normality Test

Normality Test of Pre-test		Normality Test of Post-test	
X ² count	0.60	X ² count	4.51
X ² table	7.81	X ² table	7.81
Description	X ² count < X ² table	Description	X ² count < X ² table
	NORMAL		NORMAL

From the pre-test data normality test table, it can be seen that the score of X² count is 0.60 and the X² table is 7.81. This shows that X² count is smaller than X² table. Therefore, H_o is accepted and H_a is rejected, which means that the pre-test data are normal distributed.

Meanwhile, from the post-test data normality test table, it can be seen that the score of X² count is 4.51 and the X² table is 7.81. This also shows that X² count is smaller than X² table. Therefore, H_o is accepted and H_a is rejected, which means that the post-test data are normal distributed.

b. Homogeneity Test

The homogeneity test is conducted to determine whether the pre-test and post-test data come from populations with the same variance (homogeneous). This test uses the F at the significance level of 5%. The table below shows the detailed value:

Table IV.6: The Result of Homogeneity Test

f count	f table
0.68	1.84
$F_{\text{count}} < F_{\text{table}}$	

From the data above, it can be seen that the calculated t value (0.68) is greater than the t table value (1.84). This means that the calculated $f <$ from the table f , so the data is homogeneous. So, based on the results of the homogeneity test, it can be concluded that there is a significant influence between role-playing techniques on the speaking skills of class VIII students of SMP N 5 Padangsidimpuan.

c. Hypothesis Test

The researcher used t-test formula to test the hypothesis. The criteria of t-test is if the value of t count is smaller than the value of t table, then H_0 is accepted and H_a is rejected. But if the value of t count is bigger than the value of t table, then H_a is accepted and H_0 is rejected. After calculating the correlation of

pretest and posttest and putting into the formula, researcher found the result of hypothesis test is rejecting H_0 . The table below shows the detail value.

Table IV.7: The Result of t-test

t count	t table
8.61	2.00
t count > t table	
Description	H_a is accepted H_0 is rejected

From the data above, it can be seen that the value of t count (8.61) is bigger than the value of t table (2.00). This means that H_a is accepted and H_0 is rejected. So, based on the result of hypothesis test, it can be concluded that there is significant effect of role play technique on students speaking skill at grade VIII SMP N 5 Padangsidimpuan.

C. Research Results

The findings of this research revealed the answers to the three research questions as follows:

1. Students' speaking skill before the use of role play technique

Based on the pre-test results, the speaking skill of the eighth-grade students at SMP N 5 Padangsidimpuan was still considered low. The mean score achieved by the students was only 47.22, with the highest score 75 and the lowest score 20. Most students

encountered difficulties in terms of fluency and accuracy. They often hesitated when speaking, had limited vocabulary, and made frequent errors in grammar and pronunciation. These results indicate that students' speaking ability was still far from the expected standard before the application of the role play technique.

2. Students' speaking skill after the application of role play technique

After the application of the role play technique, the students' speaking skill showed improvement compared to the pre-test results. The post-test mean score increased to 67, with the highest score 95 and the lowest score 45. Although the overall level of speaking skill was still in the moderate category and had not yet reached a high standard, it was clear that students performed better than before. They became more active in expressing ideas, made fewer mistakes in pronunciation and grammar, and gained more confidence in speaking. This indicates that the role play technique did not completely solve all speaking difficulties, but it successfully helped the students make progress from their previous low performance.

3. The significant effect of role play technique on students' speaking skill

The hypothesis testing using the t-test confirmed that the role play technique had a significant effect on the students' speaking skill. The statistical calculation showed that the value of t count (8.61) was greater than t table (2.00) at the significance level of 5%. This result means that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. Thus, it can be concluded that the roleplaytechnique gives a significant effect on improving the speaking skill of the eighth-grade students at SMP N 5 Padangsidimpuan.

D. The Discussion

The findings of this research indicate that the use of role play technique has a significant effect on students' speaking skills. This result is in line with Harmer, who states that role play allows students to practice language in situations that reflect real-life communication. Through role play, students are encouraged to use language actively, which helps them improve pronunciation, fluency, vocabulary, and confidence in speaking.¹

¹ Harmer, J. (2007). How to teach English (2nd ed.). Harlow: Longman.

In addition, Brown emphasizes that speaking is an interactive process that requires learners to produce language meaningfully. The role play technique supports this idea because it creates interactive situations where students must respond, negotiate meaning, and express ideas spontaneously. Therefore, the improvement in students' speaking performance after the implementation of role play can be theoretically justified.²

Furthermore, Ladousse explains that role play provides a safe environment for learners to experiment with language without fear of making mistakes. This condition contributes to students' increased confidence and willingness to speak, which was also observed during the implementation of the treatment in this research.³

The results of this research have several implications for English language teaching, particularly in teaching speaking skills. First, role play can be used as an effective teaching technique to create an active and communicative classroom atmosphere. It encourages students to participate actively and use English in meaningful contexts.

Second, this technique helps teachers reduce students' anxiety and hesitation in speaking English. When students are assigned roles, they tend to focus more on the task rather than their fear of making

² Brown, H. D. (2004). *Language assessment: Principles and classroom practices*. New York: Pearson Education.

³ Ladousse, G. P. (1987). *Role play: Resources for teachers and trainers*. Oxford: Oxford University Press.

mistakes. As a result, role play can improve students' confidence and motivation in learning speaking.

Third, the findings suggest that English teachers should integrate role play activities into speaking lessons to enhance students' communicative competence, especially in terms of fluency, pronunciation, and interaction skills.

Despite the positive findings, this research has several limitations. First, the study was conducted in a limited time frame, which may not fully capture long-term improvement in students' speaking skills. Second, the sample size was relatively small and limited to one class, so the findings cannot be generalized to all students or educational contexts.

Another limitation is that the assessment of speaking skills may involve subjectivity, even though scoring rubrics were used. Differences in students' mood, confidence level, and classroom conditions may also have influenced their speaking performance during the test.

During the research process, the researcher faced several difficulties. One of the main challenges was managing students' confidence and participation at the beginning of the role play activities. Some students were shy and reluctant to speak English because they were afraid of making mistakes. This occurred because

English was not frequently used as a medium of communication in their daily classroom activities.

Another obstacle was time management. Conducting role play activities requires sufficient time for preparation, practice, and performance. However, limited class time sometimes made it difficult to implement the activities optimally. Additionally, classroom noise during role play sessions occasionally affected students' concentration.

Based on the limitations of this research, several suggestions are proposed for future studies. Future researchers are encouraged to conduct studies with a larger sample size and longer duration to obtain more comprehensive results. It is also suggested to combine role play with other teaching techniques to examine their combined effect on speaking skills.

Moreover, further research may focus on specific components of speaking, such as pronunciation or fluency, to explore how role play influences each aspect in more detail. Researchers may also apply role play in different educational levels or contexts to broaden the scope of findings.

This research was conducted at SMP Negeri 5 Padangsidempuan and involved 31 students of grade VIII-1 as the sample. The purpose of this study was to investigate the effect of using the Role Play Technique on students' speaking skills. Based on the research findings, it was proven that the implementation of role play could help students overcome several problems in speaking English, such as lack of confidence, limited vocabulary, pronunciation difficulties, and low participation in classroom interaction. This finding is in line with the theory proposed by Hirsch and Kolb, who state that role play provides experiential and contextual learning that allows students to practice language meaningfully in real-life situations.⁴ It can also be clearly seen from the hypothesis testing result using the t-test. The calculation showed that the value of t-count was higher than the t-table at the significance level of $\alpha = 5\%$ with the degree of freedom ($dk = n - 1$).

The mean score of the students' pre-test was 47.22, which shows that their speaking ability was still low. After the treatment using role play, the mean score increased to 67. Although the score improved, it was still below the school's KKM (Minimum Mastery Criteria). This means that students' speaking performance was better than before, but their achievement remained at a moderate level and had not yet reached the expected standard.

⁴ Hirsch and kolb *Experiential Learning Theory*, New Jersey: Prentice Hall, 2004, p. 38.

E. The Threats of the Research Findings

In this research, the researcher believed that there were some threats founded in this research:

1. Limited generalization. This research only involved one class with a total sample of 31 students, so the findings cannot be widely generalized to all students of SMP N 5 Padangsidempuan or to other schools with different conditions.
2. Short duration of treatment. The application of the role play technique was conducted in a limited period of time, so the improvement of students' speaking skills was not fully maximized. A longer treatment period might produce more optimal results.
3. Limited assessment instruments. The assessment of speaking skills only focused on fluency and accuracy, while other important aspects such as comprehension, pronunciation, and vocabulary range were not analyzed in depth.

CHAPTER V

CONCLUSION

A. Conclusion

After presenting the result, the conclusion of the research are:

1. The students' speaking skill before the use of the role play technique was still low. This can be seen from the pre-test result with the average score of 47.22. At this stage, most students could not speak fluently, often paused in the middle of sentences, used limited vocabulary, made frequent grammatical errors, and had problems with pronunciation. These findings illustrate that their speaking ability had not yet reached the expected standard.
2. The students' speaking skill improved after the application of the role play technique. The post-test result showed an increase in the average score to 67. The improvement was seen in several aspects: fluency, where students became more confident and spoke with fewer pauses; accuracy, where grammatical mistakes decreased; vocabulary, where students used a wider range of words; and pronunciation, which became clearer and more correct. In addition, students were more confident to speak in front of the class and actively expressed their ideas.

3. The role play technique had a significant effect on the students' speaking skill. This was proven by the t-test result in which the value of t-count (8.61) was higher than t-table (2.00) at the 5% significance level. This indicates that the improvement in students' speaking performance was not incidental, but truly the result of applying the role play technique.

B. Implication

The experimental research that was conducted at SMP N 5 Padangsidimpuan highlights the effectiveness of role play technique in improving students' speaking skill. The students' scores before and after being taught through role play showed a significant difference. The scores after learning with role play technique were higher than before learning without using this technique. This indicates that the implementation of role play conveys a great influence on students' speaking achievement, particularly in terms of fluency, vocabulary, pronunciation, and self-confidence.

By using role play technique, students were more actively involved in speaking activities because the situations created during the role play were closely related to real-life communication. This condition made students feel more comfortable to express their

ideas and opinions, so they could practice English naturally. Relating the lesson with communicative situations also supported a fun and interesting classroom atmosphere, where students were encouraged to cooperate, share their thoughts, and interact with their peers during the activities. Therefore based on the findings outlined above, it can be concluded that the application of role play technique gives excellent contribution to students' improvement in speaking English. This technique not only enhances their language performance but also increases their motivation and confidence to use English in various contexts.

C. Suggestion

The researcher gave some suggestions for this research to give the good input for the next researcher who wants to do the related research. These suggestions were:

1. For English Teachers: The use of role play as a teaching technique is highly recommended, especially in teaching speaking. By providing real-life situations and interactive scenarios, teachers can motivate students to actively use English and develop their speaking proficiency.
2. For other researchers: The findings can be a useful reference for further studies related to the application of role play in different

skills (such as listening, reading, or writing) or in different levels of education.

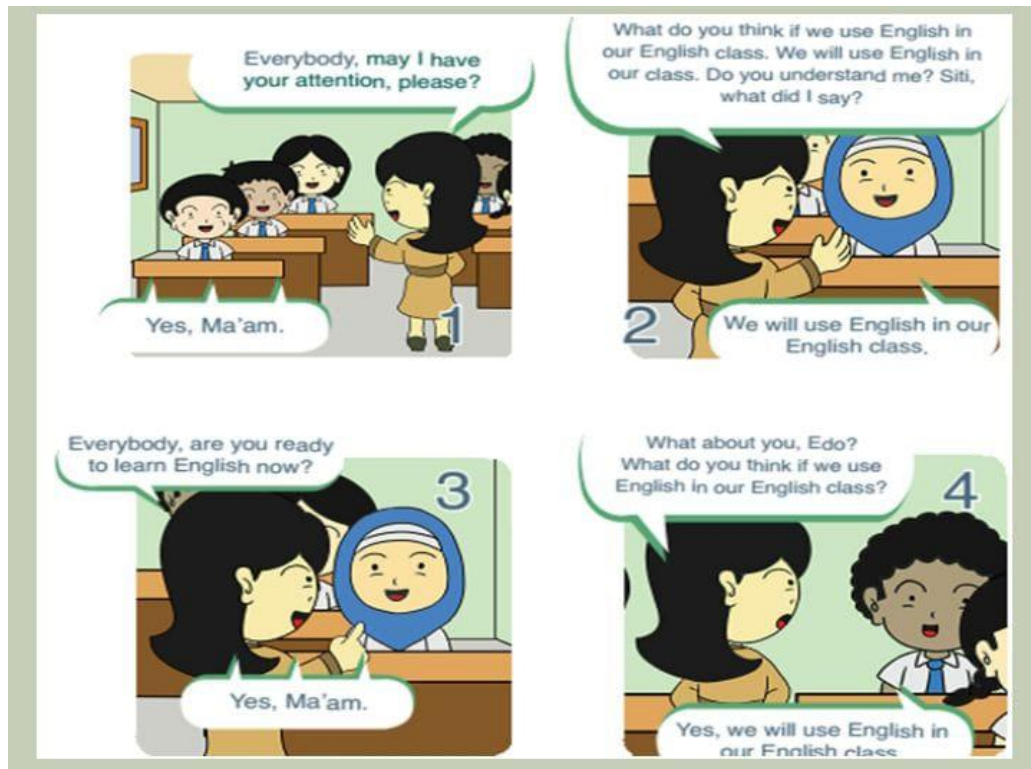
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Appendix 1: The Materials from the Book



Asking for Attention

Asking for attention is an expression used to attract the attention of others before we speak or convey something.

1. Examples of Asking for Attention Expressions:

a. Formal Expressions

- 1). May I have your attention, please?
- 2). Excuse me, can I say something?
- 3). Could I have your attention?
- 4). I'd like to say something.

5). Attention, please.

b. Informal Expressions

1). Hey, listen to me!

2). Look at this!

3). Guys, listen up!

4). Yo, check this out!

5). Wait a second, please.

Appendix 2 : The Instruments of Pre-test and Post-test

PRE-TEST INSTRUMENTS

Name :

Class :

Asking for attention

Test Speaking with a Role Play.

Instruction:

1. Choose one of the topics below.
2. Work in pairs/create a dialogue using expressions of giving attention.
3. Practice/present in front of the class.

Topic:

1. Buying Snacks in the School Canteen.

A:

B:

A:

B:

2. Buying Pens at the Stationery Store.

A:

B:

A:

B:

3. Buying Fruit at the Market.

A:

B:

A:

B:

4. Buying Ice Cream from a Street Vendor.

A:

B:

A:

B:

5. Playing Soccer and Asking for a Ball

A:

B:

A:

B:

6. Borrowing a Friend's Toy

A:

B:

A:

B:

7. Asking for a Book at the Library.

A:

B:

A:

B:

8. Buying Clothes at the Store.

A:

B:

A:

B:

9. Asking the Teacher a Question in Class.

A:

B:

A:

B:

10. Buying Stationery at the School Cooperative.

A:

B:

A:

B:

11. asking for Help with Homework.

A:

B:

A:

B:

12. Group Project Discussion.

A:

B:

A:

B:

13. Announcing a Lost Cell Phone.

A:

B:

A:

B:

14. Asking for Directions to the Bus Stop

A:

B:

A:

B:

15. Sharing Event Information.

A:

B:

A:

B:

POST-TEST INSTRUMENTS

Nama :

Class :

Asking for attention

Test Speaking with a Role Play.

Instruction:

1. Choose one of the topics below.
2. Work in pairs/create a dialogue using expressions of giving attention.
3. Practice/present in front of the class.

Topic:

1. Buying Snacks in the School Canteen.

A:

B:

A:

B:

2. Buying Pens at the Stationery Store.

A:

B:

A:

B:

3. Buying Fruit at the Market.

A:

B:

A:

B:

4. Buying Ice Cream from a Street Vendor.

A:

B:

A:

B:

5. Playing Soccer and Asking for a Ball

A:

B:

A:

B:

6. Borrowing a Friend's Toy

A:

B:

A:

B:

7. Asking for a Book at the Library.

A:

B:

A:

B:

8. Buying Clothes at the Store.

A:

B:

A:

B:

9. Asking the Teacher a Question in Class.

A:

B:

A:

B:

10. Buying Stationery at the School Cooperative.

A:

B:

A:

B:

11. Asking for Help with Homework.

A:

B:

A:

B:

12. Group Project Discussion.

A:

B:

A:

B:

13. Announcing a Lost Cell Phone.

A:

B:

A:

B:

14. Asking for Directions to the Bus Stop

A:

B:

A:

B:

15. Sharing Event Information.

A:

B:

A:

B:

Appendix 3 : Score of Pre-Test

No	Name	P	G	V	F	C	5 x Score
1	Kevin	1	1	1	1	1	25
2	Indyani	2	2	3	2	2	55
3	Haikal	2	3	3	3	2	65
4	Soni	1	2	2	1	1	35
5	Husna	3	3	3	3	3	75
6	Nurul	2	2	3	3	2	60
7	Fahrudin	2	2	3	2	3	60
8	Annisyah	2	3	2	2	2	55
9	Daffa	1	2	2	2	2	45
10	Aeri	2	2	2	2	2	50
11	Soleh	2	2	2	2	2	50
12	Rafa	3	2	3	2	2	60
13	Widia	2	2	2	2	2	50
14	Zhafran	1	2	2	1	2	40
15	Annisa	1	1	1	1	1	25
16	Nova	1	2	2	1	1	35
17	Rizka	2	2	2	2	2	50
18	Adelia	2	3	3	3	2	65
19	Repan	1	2	2	1	2	40
20	Nasyah	2	2	3	3	2	65
21	Juliana	1	2	1	1	1	30
22	Aqila	1	2	2	1	1	35
23	Nazwa	2	3	2	2	2	55
24	Alwi	2	2	3	2	2	55
25	Adit	1	2	2	2	2	45
26	Abdul	1	2	2	2	2	45
27	Rizky	1	1	1	1	1	25
28	Indra	1	2	2	1	2	40
29	Diris	1	2	2	2	2	45
30	Arif	2	1	2	1	1	35
31	Minna	3	2	3	3	3	70

Appendix 4 : Score of Post-test

No	Names	P	G	V	F	C	5 x Score
1	Kevin	2	3	3	2	3	65
2	Indyani	2	3	2	2	2	55
3	Haikal	2	2	2	2	2	50
4	Soni	2	3	2	2	2	55
5	Husna	2	3	3	3	3	70
6	Nurul	2	3	3	3	3	70
7	Fahrur	2	3	3	3	3	70
8	Annisyah	2	3	3	2	2	60
9	Daffa	2	3	3	2	2	60
10	Aeri	2	3	3	2	2	60
11	Soleh	2	3	2	2	2	55
12	Rafa	2	3	2	2	2	55
13	Widia	3	4	3	3	3	80
14	Zhafran	2	2	2	2	2	50
15	Annisa	3	3	3	3	3	75
16	Nova	3	3	3	3	3	75
17	Rizka	3	3	4	3	3	80
18	Adelia	3	4	4	3	3	85
19	Repan	3	3	3	3	3	75
20	Nasyah	2	3	3	3	3	70
21	Juliana	2	3	3	3	3	70
22	Aqila	3	3	3	3	3	75
23	Nazwa	2	3	3	2	2	60
24	Alwi	2	3	3	2	3	65
25	Adit	2	3	3	3	3	70
26	Abdul	3	3	3	3	3	75
27	Rizky	1	2	2	2	2	45
28	Indra	3	4	4	3	3	85
29	Diris	2	3	3	2	3	65
30	Arif	2	3	3	3	3	70
31	Minna	3	4	4	4	4	95

Appendix 5: The Comparison of Pre-Test and Post-Test Scores

No	Students	Score	
		Pre-test	Post-test
1	Kevin	25	65
2	Indyani	55	55
3	Haikal	75	50
4	Soni	35	55
5	Husna	75	70
6	Nurul	60	70
7	Fahrudin	60	70
8	Annisyah	55	60
9	Daffa	45	60
10	Aeri	50	60
11	Soleh	50	55
12	Rafa	60	65
13	Widia	50	80
14	Zhafran	40	50
15	Annisa	25	75
16	Nova	35	75
17	Rizka	50	80
18	Adelia	65	85
19	Repan	70	75
20	Nasyah	65	70
21	Juliana	30	70
22	Aqila	35	75
23	Nazwa	55	60
24	Alwi	55	65
25	Adit	45	70
26	Abdul	45	75
27	Rizky	20	45
28	Indra	40	85
29	Diris	45	65
30	Arif	35	70
31	Minna	70	95
Total Score		1280	2090
Mean		47,22	67
Median		50	70
Modus		55	70
Standar Deviation		13.668819	11.35007231
Varians		186.836629	128.8241415

Appendix 7 : The Normality Test of Pre-Test

No	Name	Score	Kelas	Interval	Interval	Frekuensi	xi	fi.xi	Xi-X bar	(Xi-X bar) ²	fi.(Xi-X bar) ²
1	Kevin	25	1	20	28	3	24	72	-23.22	539.17	1617.5052
2	Indyani	55	2	29	37	5	33	165	-14.22	202.21	1011.042
3	Haikal	65	3	38	46	7	42	294	-5.22	27.248	190.7388
4	Soni	35	4	47	55	8	51	408	3.78	14.288	114.3072
5	Husna	75	5	56	64	3	60	180	12.78	163.33	489.9852
6	Nurul	60	6	65	73	5	69	345	21.78	474.37	2371.842
7	Fahrudin	60									
8	Annisyah	55									
9	Daffa	45									
10	Aeri	50									
11	Soleh	50									
12	Rafa	60									
13	Widia	50									
14	Zhafran	40									
15	Annisa	25									
16	Nova	35									
17	Rizka	50									
18	Adelia	65									
19	Repan	40									
20	Nasyah	65									
21	Juliana	30									
22	Aqila	35									
23	Nazwa	55									
24	Alwi	55									
25	Adit	45									
26	Abdul	45									
27	Rizky	20									
28	Indra	40									
29	Diris	45									
30	Arif	35									
31	Minna	70									
	Total Score	1480									
	Mean	47.22									
	Median	50									
	Modus	55									
	Standar	13.669									
	Varians	186.84									

Interval Kelas	Oi (FO)	Batas Bawah	Batas Atas	Z Bawah	Z Atas	Tabel Z Bawah	Tabel Z Atas	Pi	Ei (Fh)	Ji-Ei	(Ji-Ei) ² /Ei
20-28	3	19.5	28.5	-2.027	-1.369	0.0213126	0.0855	0.0642	1.9892	0.5137	
29-37	5	28.5	37.5	-1.369	-0.711	0.0854796	0.2386	0.1531	4.746	0.0136	
38-46	7	37.5	46.5	-0.711	-0.053	0.2385751	0.479	0.2404	7.4532	0.0276	
47-55	8	46.5	55.5	-0.053	0.6056	0.4790019	0.7276	0.2486	7.7066	0.0112	
56-64	3	55.5	64.5	0.6056	1.2638	0.7276019	0.8969	0.1692	5.2467	0.9621	
65-73	5	64.5	73.5	1.2638	1.922	0.8968511	0.9727	0.0758	2.3513	2.9837	
Total	N	31								4.5117	

Signifikansi:	Chi Square	df (derajat kebebasan)
Jika nilai X ² hitung < Nilai X ² tabel, maka Ho diterima; Ha ditolak (ND)	0	K-3=6-3= 3
Jika nilai X ² hitung > Nilai X ² tabel, maka Ho ditolak; Ha diterima (TD)		α= 0,05
Maka,		Nilai tabel X ² = 7.8147
X ² = 4,511729 < 7,814728 (Normal)		

Appendix 9 : The Homogeneity Test

No	Name	Pre-test	Post-test	
1	Kevin	25	65	
2	Indyani	55	55	
3	Haikal	65	50	Varians= 193.06 133.12
4	Soni	35	55	
5	Husna	75	70	F hitung= 0.6895
6	Nurul	60	70	F tabel= 1.8409
7	Fahrur	60	70	
8	Annisyah	55	60	Signifikansi;
9	Daffa	45	60	Ho Jika F Hitung < F tabel maka data Homogen
10	Aeri	50	60	Jika F Hitung > F tabel maka data Homogen (Tidak Homogen)
11	Soleh	50	55	Maka;
12	Rafa	60	55	F hitung (0,689502) < F tabel (1,840872) Homogen
13	Widia	50	80	
14	Zhafran	40	50	
15	Annisa	25	75	
16	Nova	35	75	
17	Rizka	50	80	
18	Adelia	65	85	
19	Repan	40	75	
20	Nasyah	65	70	
21	Juliana	30	70	
22	Aqila	35	75	
23	Nazwa	55	60	
24	Alwi	55	65	
25	Adit	45	70	
26	Abdul	45	75	
27	Rizky	20	45	
28	Indra	40	85	
29	Diris	45	65	
30	Arif	35	70	
31	Minna	70	95	

Appendix 10 : The Hypothesis Test

No	Name	Score	
		Pre-test	Post-test
1	Kevin	25	65
2	Indyani	55	55
3	Haikal	65	50
4	Soni	35	55
5	Husna	75	70
6	Nurul	60	70
7	Fahrur	60	70
8	Annisyah	55	60
9	Daffa	45	60
10	Aeri	50	60
11	Soleh	50	55
12	Rafa	60	55
13	Widia	50	80
14	Zhafran	40	50
15	Annisa	25	75
16	Nova	35	75
17	Rizka	50	80
18	Adelia	65	85
19	Repan	40	75
20	Nasyah	65	70
21	Juliana	30	70
22	Aqila	35	75
23	Nazwa	55	60
24	Alwi	55	65
25	Adit	45	70
26	Abdul	45	75
27	Rizky	20	45
28	Indra	40	85
29	Diris	45	65
30	Arif	35	70
31	Minna	70	95
	Mean	47.22	67
	Standar Deviasi (s)	13.66882	11.3500723
	Varians (S) ²	186.83663	128.824142

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2} - 2r\left(\frac{s_1}{\sqrt{n_1}}\right)\left(\frac{s_2}{\sqrt{n_2}}\right)}}$$

Maka,

$$t = \frac{67 - 47,22}{\sqrt{[(186,836629 / 31) + (128,82414115 / 31) - 2(0,159968826) (13,6688196 / (\sqrt{31})) (11,35007231 / (\sqrt{31}))]}}$$

$$t = \frac{18.6}{\sqrt{(6,02698803 + 4,155617 - 0,319937 (13,6688196 / 5,56776436) (11,35007231 / 5,56776436)]}}$$

$$t = \frac{18.6}{\sqrt{(10,18260503 - 0,319937 (2,4549) (2,0385)]}}$$

$$t = \frac{18.6}{8.58} \quad t = \frac{18.6}{2.16}$$

$$t = 8.611$$

$$dk = n1 + n2 - 2$$

$$60$$

Maka,

$$t \text{ tabel} = 2$$

Correlation

0.15996883

Signifikansi

jika t hitung > t tabel, maka Ha diterima

Jika t hitung < t tabel, maka Ho ditolak

Maka : t hitung = 8,611 > t tabel = 2,000

Ha diterima

DOCUMENTATION

Pte-test Activity





Treatment Actifity





Post-test Activity





CURRICULUM VITAE



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Pembimbing Skripsi

1. dan

1. Zainuddin, S.S., M. Hum. (Pembimbing I)
2. Ida Royani, M.Hum (Pembimbing II)

Assalamu'alaikum Wr. Wb.

Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa dibawah ini sebagai berikut:

Nama	: Nur Hapipah Lubis
NIM	: 2120300058
Program Studi	: Tadris Bahasa Inggris
Judul Skripsi	: The Effect Of Role Play Technique On Students' Speaking Skill At Grade VIII SMPN 5 Padangsidimpuan

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan Nomor 112 Tahun 2025 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut diatas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu Dosen diucapkan terima kasih.

Mengetahui
an. Dekan
Wakil Dekan Bidang Akademik
Dan Kelembagaan

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13 Agustus 2025

Lampiran :-

Hal : Izin Riset
Penyelesaian Skripsi

Yth. Kepala SMP Negeri 5 Padangsidempuan

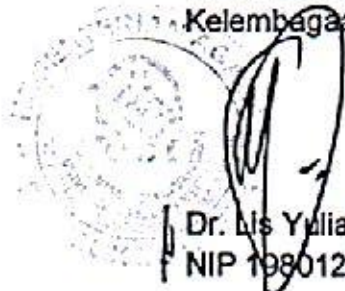
Dengan hormat, bersama ini kami sampaikan bahwa :

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Program Studi : Tadris Bahasa Inggris
Alamat : Ranto Panjang, Desa Sulangaling Kec. Muara Batang Gadis

Adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul **"The Effect of Role Play Technique on Students' Speaking Skill at Grade VIII SMP Negeri 5 Padangsidempuan "**

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin Riset penelitian dengan judul di atas . Mulai Dari Tanggal 18 Agustus s.d 18 September 2025
Demikian disampaikan, atas perhatiannya diucapkan terimakasih.

an. Dekan
Wakil Dekan Bidang akademik dan
Kelembagaan



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PEMERINTAH KOTA PADANGSIDIMPUAN
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SURAT KETERANGAN
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Yang bertanda tangan dibawah ini Kepala SMP Negeri 5 Padangsidempuan di Padangsidempuan, menerangkan bahwa:

Nama : NUR HAPIPAH LUBIS
NIM : 2120300058
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris
Alamat : Ranto Panjang, Desa Sulangaling

benar telah mengadakan penelitian (Riset) di SMP Negeri 5 Padangsidempuan pada tanggal 14 Agustus 2025 s/d selesai, guna untuk melengkapi penyelesaian skripsinya yang berjudul : "The Effect of Role Play Technique on Students' Speaking Skill at Grade VIII SMP Negeri 5 Padangsidempuan" sesuai dengan Wakil Dekan Bidang Akademik dan Kelembagaan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan Nomor : 3844/Un.28/E.1/TL.00.9/08/2025 tanggal 13 Agustus 2025.

Demikianlah surat keterangan ini dibuat dengan sebenarnya untuk dipergunakan seperlunya.



Padangsidempuan, 02 Oktober 2025
Kepala SMP Negeri 5 Padangsidempuan

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