THE IMPLEMENTATION OF ROLE PLAY TEACHING TECHNIQUE TO IMPROVE SPEAKING ABILITY ON TENTH GRADE STUDENTS

(Undergraduate Thesis)

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ABSTRACT

THE IMPLEMENTATION OF ROLE PLAY TEACHING TECHNIQUE TO IMPROVE SPEAKING ABILITY ON TENTH GRADE STUDENTS

By

Dita Indah Ardeyanti

One of the skill in producing language is speaking, in which the ability itself is essential. Speaking requires a few aspects, this study focused on enhancing students' fluency, accuracy, pronunciation, and vocabulary. The objective of this study is to improve students' speaking ability by implementing the Role Play Teaching Technique on 30 students of SMAS Al Kautsar Bandar Lampung. After the pre-test, treatments, and post-test were administered, the results of the tests were compared by using Paired Sample T-test in order to analyze the significant improvement of students' speaking ability after the implementation of the technique. The research results showed that the technique greatly impacted on students' speaking ability especially fluency. Further findings such as advantages and disadvantages on the technique are discussed.

Keywords: *Role Play Teaching Technique, Speaking ability, Speaking aspects, Improvement*

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FACULTY OF TEACHER TRAINING AND EDUCATION
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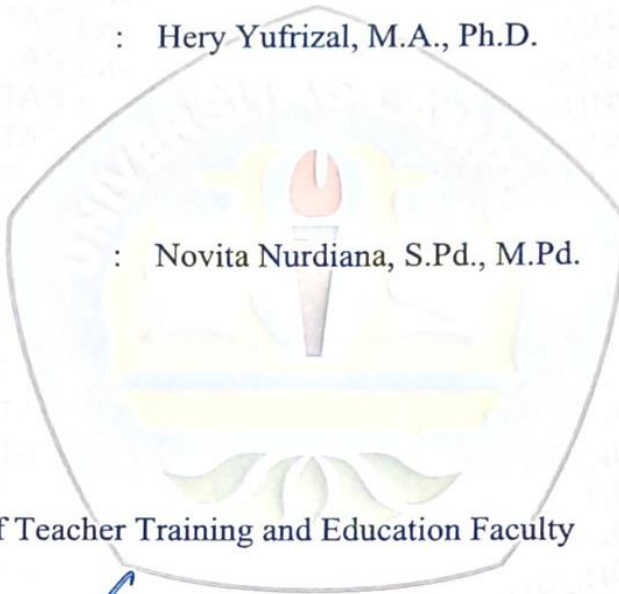
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Menyatakan bahwa skripsi ini adalah karya dari pelaksanaan penelitian saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya gunakan sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandar Lampung, 6th February 2024

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CURRICULUM VITAE

Dita Indah Ardeyanti was born on 29th December 2001 in Bandar Lampung. She is the second daughter of Ardelis and Siti Suliyanti. Growing up as a middle kid out of 3 sisters is not easy to her, specifically the role of being a reliable older sister and obedient younger one. Her parents describe her as someone who is really independent as a kid and always know what she wants clearly. She is the only one who got both of her father and mother names in her last name, "Ardeyanti" which is a combination of her father's name, Ardelis, and her mother's, Yanti. Her last name means that every steps she takes and every struggles she faces, she will remember that her parents are together with her and it's all ended beautifully like her middle name, "Indah".

She truly enjoys her learning language journey, especially the speaking activity. Since high school, she showed a great performance on English public speaking, speech. For her, speaking in public give her a satisfaction she would never have if she didn't know about speech. Speech gave her a chance to deliver her perspective and let her discuss the topics with many different people. Currently, she is a tutor at a notable English course in Bandar Lampung and also a professional speech judge and coach. She has acquired 4 National and 2 International winning titles on English speech competitions in her college years.

Dita who was dreamed as an architect, decided to choose her current major at the last time because of her father statements. The words "proud" and "educating" took her interest very much after the idea of how a nation quality is depend on the education, thus, the educator plays a big role. After graduating high school, her goals change to be a credible teacher as her father wish to see one of his children to become an educator, a really respectful job.

MOTTO

"You don't need to leave your room. Remain sitting at your table and listen. Do not even listen, simply wait, be quiet still and solitary. The world will freely offer itself to you to be unmasked, it has no choice, it will roll in ecstasy at your feet."

(Franz Kafka)

"Everything you love will probably be lost. But in the end, love will return in another way."

(Franz Kafka)

DEDICATION

This final project is particularly dedicated to:

My dearest family; my father, mother, and sisters, and also myself. Thank you for staying and believing in me.

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Bandar Lampung, February 2024
The Author,

Dita Indah Ardeyanti

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I. INTRODUCTION

This chapter contains some parts which underlines research background, research questions, research objectives, uses of the research, and scope of the research, definition of terms.

1.1 Research Background

The use of English in daily communication is highly requested nowadays. Precisely, speaking English is in fact generally used as a means of communication. According to Rees (2004), speaking is a fundamental aspect of human communication that requires complex cognitive processing. Richard (2006) also notes that speaking is not just about producing words, but also requires a deep level of thought. The context in which speaking occurs greatly influences its form and meaning. The act of speaking is widely employed as a means of communication during daily interactions. Communication involves conveying thoughts, sharing feelings, asking questions, seeking help, arguing, persuading, explaining, and giving instructions, Chaney in Jondaya (2011: 28). It is important to organize the content of speech to ensure that the listener understands the speaker's message, Cameroon (2001). Therefore, the presence of both a speaker and a listener is crucial for the establishment of effective communication. In summary, effective communication requires a speaker and listener who can understand each other's message despite the complexities involved in speaking as a means of communication.

The process of learning how to speak in different contexts is imperative and requires early education before entering society. Thus, an appropriate learning technique is necessary for students to acquire before the transition into the workforce. Brown

(2001: 267) posits that speaking involves an interactive process of producing, receiving, and processing information to construct meaning. When speaking, students must comprehend the interactive functions of language. In addition, students must follow sociocultural and turn-taking rules, as stated by Harmer (2001: 246-247). The sociocultural rule involves acknowledging differences in sociocultural backgrounds and understanding conversation partners' habits. Meanwhile, the turn-taking rule pertains to the timing of speaking during conversations. Ladousse (1995: 5) contends that assuming a role enables students to play a part in a particular situation, either their own or someone else's. In this matter, a Communicative Language Teaching is recommended to be applied in the students learning process. Specifically, Role play teaching technique from CLT approach is possibly the most sufficient teaching technique in which it is undertaken in a safe and joyful environment.

In the communicative language teaching, teachers help their students to develop the knowledge by providing the authentic practice that prepares students for real-life communication. Consequently, teaching strategy should be focused on students' participation and teaching learning process due to attract the students to be active in class, so that they will be motivated to learn in classroom. According to Brown (2004: 174), role play is a frequently employed pedagogical technique in communicative language teaching classes. Nunan (2003: 57) concurs with Brown, stating that role play activities are crucial to teaching speaking because they allow learners to practice communicating in diverse social contexts and using the target language. Role play involves acting out specific ways of behaving or pretending to be other individuals who confront new situations. In line with that, Role-playing can be used as a method for teaching insight and empathy competence, Blatner (2005). This technique empowers learners to express themselves with greater creativity and linguistic input.

In another finding by Hattings (1993), he observed that role play appears to be the optimal activity in which learners can use English creatively, offering them an opportunity to practice and develop their communication skills. Harmer (2007) expresses the same viewpoint, claiming that role play can be utilized to promote overall oral fluency or to train students for specific situations, particularly when

learning for a goal. The same theory also found on Ladousse (2009: 5) research where it said that role play is an activity that encourages students to participate in roles to practice speaking in various settings. Additionally, role play also encompasses all four English skills: listening, speaking, writing, and reading. Learners will learn to create an engaging conversation that will captivate the audience and practice their speaking skills through simulation before delivering their performance. This suggests that learners will be motivated to deliver an excellent speaking performance.

In leaning language process, the role play technique is an effective means of encouraging learners to use the target language in speaking activities. This technique emphasizes the importance of linguistic ability and performance, as it requires students to be mindful of their language usage and expression. According to Thornbury (2005: 6) research, role play activities enable learners to take an imaginative leap beyond the classroom and engage in real-life language use. This, in turn, allows learners to simulate situations that they are likely to encounter when using English in the real world. Furthermore, role play activities offer opportunities for learners to develop their communication skills across all four language skills and a greater range of registers than those typically available during classroom talk. As such, the role play technique is a crucial component of communicative language teaching as it offers learners a platform to practice communicating in diverse social contexts and in different social roles.

The aim of using role play in teaching English speaking is to make students encourage thinking and creativity, let students develop and practice new language and behavioral skills in a relatively non-threatening setting, and can create the motivation and involvement necessary for learning to occur. According to Killen (1998) role play can give students practice in thinking of real-life roles and dealing with real-world problems. In this case, the students can come to the real situation although they are not in that situation. For example, students pretend to be salesman agents and customers in a conversation about how to offer sale objects. Through the appropriate English learning, the students are hoped to acquire sufficient speaking skill to communicate, survive in work opportunities, or continue their study to the higher level. Role play is considered as one of promising activities to

improve students' speaking ability. It is good for it gives students more opportunity to participate actively in the class practicing their English.

Brown (2001: 268-269) proposes four aspects of speaking skills, namely fluency, accuracy, pronunciation, and vocabulary. Since Role Playing activity focuses on the specific use of English as a daily means of communication, it certainly helps to improve students' speaking skills. Thus, with the activities being mainly pretending as a role by speaking, it is inevitable that there will be an improvement in a certain aspect of English speaking of students after the implementation of this role play teaching technique. The technique itself will probably strengthen or even in some cases, it has no impact to improve their English speaking skill.

With the phenomenon found as discussed, in this study, the researcher is interested in doing further research about the impact of role play on English speaking ability of tenth grade students and would like to test what aspects of speaking improves after implementing the role play learning activity. Therefore this research is entitled The Implementation of Role Play Teaching Technique to Improve Speaking Ability on Tenth Grade Students.

1.2 Research Questions

Based on what has been discussed in the research background, the researcher formulated the problem into the following research questions:

1. Is there any significant improvement after implementing the role play teaching technique on tenth grade students' speaking ability?
2. Which aspect of speaking is mostly improved?

1.3 Research Objectives

Concerning the formulated research question, the researcher aims to find the objective of the research as follows:

1. To find out the improvement from students after implementing the role play teaching technique.

2. To find which aspect of speaking improved after implementing the role play teaching technique on the tenth students.

1.4 Use of the Research

This study is expected to give contribution both theoretically and practically in the English Language teaching environment.

Theoretically, it can be used as information to the readers about the implementation of role play teaching technique to improve English speaking ability on high school students. Moreover, this research can be used as a reference for the English teacher and the researchers interested in conducting future research in the same field.

Practically, the research is expected to be beneficial as a contribution to the further research development in the educational field as well as a reference to the educational practitioners, especially English teachers, to indicate the use of role play teaching technique to improve students speaking ability by practicing in a fun prompted situation as characters. It is expected this student centered activities can be beneficial for the teaching process in the classroom's learning activity.

1.5 Scope of the Research

The scope of this research is limited to the implementation of role play teaching technique to improve English speaking ability on tenth grade students, specifically on which aspect of speaking improves on students after implementing the role play teaching technique. The population of this research are the 30 students of tenth grade, particularly SMA Al Kautsar in the school year of 2022/2023 in SMA Al Kautsar Bandar Lampung.

The researcher use Role Play teaching technique from the Communicative Language Teaching approach. The material use by the researcher is role play activity which emphasizes speaking. Using the role play teaching materials, students are required to take part and act as someone in certain situations, time, and place by speaking.

1.6 Definition of Terms

The following terms have the associated meanings in the research and each definition is used to avoid misunderstanding the meaning of every key term.

1. Communicative Language Teaching is an approach which aims to implement the theory of communicative competence by incorporating the interdependence of language and communication, Larsen-Freeman, (2000: 121). It is an approach that believes that second language teaching and learning should incorporate processes of expression, interpretation, and meaning negotiation, Savignon (1997). CLT theory suggests that language learning is likely to occur when classroom activities are made real and meaningful to learners.

2. Role play is a pedagogical activity in communicative language-teaching classes, Brown (2001). The practice of pretending to be someone else or to be ourselves in a certain circumstance for a while, improvising dialogue, and constructing a real-world in scenario are all part of the role playing teaching technique, Rahayu (2015). In short, students get the chance to act out a scenario or take on a persona during role-playing activities.

3. Speaking is an interactive process of meaning construction that involves the production, reception, and processing of information (Brown, 1994; Burns & Joyce, 1997). The shape and importance of communication is influenced by a variety of factors, including the participants involved, their shared experiences, the surrounding physical space, and their intentions for engaging in conversation. Often spontaneous, open-ended, and dynamic, conversation contrasts with speech, which tends to be more predictable in nature.

4. Public Speaking refers to the act of delivering an oral presentation in front of a large audience, which requires both technical proficiency and artistic expression. This combination of skills requires two important components: the delivery of the speech itself and the manner in which it is presented.

5. Fluency is the flow and efficiency with which you express your ideas, particularly when speaking. Its efficacy is determined by linguistic clarity and the speaker's proficiency in the language.

6. Accuracy demonstrates the ability to use appropriate grammar, vocabulary, and punctuation, including verb and prepositional usage.

7. Pronunciation is the act or manner of pronouncing words including the enunciation of words, the articulation of speech, and the use of phonetic symbols to represent words.

8. Vocabulary encompasses the entire lexicon of an individual and includes the words they comprehend and utilize to construct sentences.

II. LITERATURE REVIEW

This chapter discusses some concepts related to the study such as the concept of communicative language teaching, the concept of role play as a communicative language teaching, as well as the concept of speaking. This chapter also consists of related research study, theoretical assumption, and hypothesis.

2.1 The Concept of Communicative Language Teaching

Students taking speaking courses must possess good oral communication skills in English, which is a crucial requirement. It is expected that students' oral communication ability will increase after taking Speaking course. However, there are many students whose speaking ability has not improved yet despite joining English courses. To meet this requirement, teachers are expected to implement the right teaching approach that can be adapted to student's daily communication. With a relevant teaching and learning process, it will be easier for students to use it in their real life interaction. A Communicative Language Teaching (CLT) is presumably the best approach to implement this kind of demand in each of the learning sessions.

Richard (2006) defines CLT as a system that emphasizes the expression of meaning with the primary purpose of facilitating interaction and communication. CLT emphasizes the function of language rather than language system and CLT has many communicative activities that can be used in the learning process such as games, role plays and problem solving tasks, (Mulyanah et al., 2018). In line with that, Dianne Larsen and Freeman (2001) state that the goal of the CLT is to enable students to communicate in the target language. The student's need the knowledge

of the linguistic forms, meanings, and functions. Further findings by Richard and Rogers (2001) view CLT as an approach that aims to make communicative competence the main objective of language teaching and to create strategies for teaching the four language skills in recognition of the interdependence of language and communication. Based on these definitions, it can be concluded that CLT is one of methods which is designed to help the English learners to use the target language for daily communication that can improve the student's knowledge and skill especially in speaking skill.

The Communicative Language Teaching (CLT) approach entails a shift in traditional classroom roles for both teachers and learners. This approach emphasizes cooperative learning activities that require students to listen to their peers in group or pair work tasks, instead of relying solely on the teacher as a model. As a result, students need to take greater responsibility for their own learning. Meanwhile, teachers must now act as facilitators and monitors, rather than simply providing models for correct speech and writing. This means adopting a new perspective on learner errors and on the teacher's role in facilitating language learning.

In a study by Richards (2006), it is found that the Communicative Language Teaching (CLT) approach has been advanced by some advocates as a useful framework for developing oral communication skills in English. These proponents have distinguished between three types of practice: mechanical, meaningful, and communicative. Mechanical practice involves structured activities that may not require a complete understanding of the language being used. Repetition and substitution drills are examples of such activities, which aim to reinforce the use of specific grammatical or other linguistic features. Meaningful practice, on the other hand, involves activities that provide students with language control but also require them to make meaningful choices. For instance, students may be asked to describe the location of buildings on a street map using prepositions. Communicative practice, meanwhile, emphasizes the use of language in authentic communicative contexts, where the exchange of real information occurs and the language used is not entirely predictable. For example, students may be asked to draw a map of their neighborhood and answer questions about the location of nearby places such as

cafes or bus stops. By employing these three types of practice, students can develop their oral communication skills in English, enabling them to take greater responsibility for their own learning.

In this research, the researcher uses Communicative Language Teaching (CLT) as the approach to implement in the learning language process. By using this approach and its technique, namely role play, the researcher will investigate students' improvement in English speaking ability.

2.2 The Concept of Role Play Technique as a Communicative Language Teaching

According to Ladousse (1987: 5), the term "role" refers to an individual's portrayal of a particular character, either their own or someone else's, in a specific situation. The word "play" suggests that the role is performed in a safe and creative environment, much like children playing school, doctors, or nurses. Role-playing is an essential tool for teaching English as it allows students to practice communicating in various social contexts and roles (Dorathy, 2011: 2). Experts Joyce and Weil, as cited in Jarvis et al. (2002), assert that role-playing is a teaching strategy that aligns with social family models. Such strategies underscore the social aspect of learning and view cooperative behavior as stimulating both social and intellectual growth. Additionally, Harmer (2007: 125) notes that role-plays simulate real-life situations, with students assuming specific roles, including their thoughts and perspectives on a given topic, and speaking and acting accordingly. Hence, role play in the classroom situation is good to make students have set the context and support the learning. It encourages thinking and creativity, lets students develop and practice new language and behavioral skills in a relatively non-threatening setting, and creates the motivation and involvement necessary for learning to occur.

Role play can be a successful tool in the teacher's hands, Kusnierek (2015: 81). As its prime goal is to boost students' interaction in the classroom, educators should not forget incorporating such a speaking activity to reflect learners' theoretical knowledge of a language practice. In role play, a teacher has an important role to

make the teaching and learning process successful or not. A teacher will take a part as a guide to motivate students in role play. A teacher should have effective and efficient ways to increase students' speaking English ability. A finding by Harmer (2003: 352) states that role play is students simulation of a real life encounter such as a business meeting, an encounter in an airplane cabin, or an interview as if they were doing so in the real world, either as themselves in that meeting or airplane or taking in the role of character different from themselves. Role play helps a teacher to give imagination activities before students perform in real life. It is a way to improve students' imagination because in role play the students are free to make dialogue related to the material. By implementing the role play technique in teaching speaking, it brings the students to real communication in order to develop the students' skills acquisition. In role play, students learn through observation, giving a thought for analysis of the concept, and skills development in modeling or acting out. As a result, students are able to communicate and be creative in learning.

Role-playing is a widely used teaching strategy, particularly in teaching English, as it can promote students' engagement, motivation, and communication skills. According to Snarski (2007) and Dorathy (2011), role-playing can help students to engage naturally with the target language, cope with real-life situations, and work together as a team or group. In addition, role-playing exercises can be adapted to the specific needs of the students, allowing them to practice vocabulary and expressions relevant to their interests or career goals. By assuming different roles and acting out scenarios, students can also develop their critical thinking skills and improve their ability to think on their feet. Finally, role-playing exercises offer students the chance to evaluate their own learning progress and level of English, giving them more responsibility and autonomy in their learning. Thus, role-playing exercises are a valuable tool for promoting both social and intellectual growth in language learners.

The goal of role play is to bring the language to life and to give the learners some experiences of its use as a means of communication in real situations. The pretending realistic communication situation gives the students new experience in using the language they have learned, and the experience is good for remembering what they have learned. In other words, role play is used to develop communication

situations. Harmer (2007: 352) states that role play can be used to encourage general oral fluency or to train students for specific situations, especially where they are studying English. Based on these theories, it can be concluded that the goal of using role play is similar to the goal of teaching speaking. It means role play can be implemented in teaching speaking skill and it can help students in improving their speaking skill. Role play can also develop students' fluency in the target language, promote students to speak, interact with others in the classroom, increase motivation and make the teaching learning process more enjoyable.

2.3 The Concept of Speaking

Speaking is a form of oral communication that has two primary components: the s peaker and the listener, Bryne (1981: 112). Speaking can be seen as an interactive process, in which both the speaker and the listener are involved. It is an interaction where speakers intend to build meaning through receiving, producing, and processing information, Bailey (2000: 25). According to Fulcher (2003: 21), speaking is the use of a language to communicate, supported by a theory by Siaahan (2008: 95) that states speaking is considered as a productive language skill. Generally, the speaking skill involves a range of components, including grammar, vocabulary, fluency, comprehension, pronunciation, and task. If students are to communicate their ideas effectively, they need to master all of these components.

In order to improve their speaking skills, students require opportunities to speak and listen in a variety of contexts and for various purposes. Speaking is a vital aspect of foreign language learning, and students must develop their communicative skills. Speaking is an ability to express ideas and feelings orally, and it is considered the most important skill among the four English language skills. Speaking is a uniquely human act that involves sharing and exchanging information and ideas using oral language. In daily interactions, people use speaking more than written form to share and exchange information. Therefore, it is crucial for students to practice speaking to improve their communication skills and express themselves effectively, Fisher & Frey (2007).

Speaking English is traditionally regarded as the most demanding of the four language abilities. Speaking, according to Brown (1994), is one of the most challenging abilities for EFL learners because of contractions, vowel reductions, and elision. Speaking also requires crucial components to be mastered. There are several theories regarding speaking aspects and the type of its measurement. As in Brown (2001: 268-269) theory, there are four aspects to be considered by instructor. Brown proposes that fluency, accuracy, pronunciation, and vocabulary are the speaking aspects to create speaking rubric, thus becoming the main requirements that must exist for the teacher to design the speaking activities for students. Students need to acquire all these four following aspects to be a good speaker.

1. Fluency

Fluency is defined as "flow" in Latin. Fluency in speaking refers to the capacity to generate an utterance or oral production that can be comprehended by both the listener and the speaker. According to Dolen (2016), fluency is when a speaker speaks with a smooth flow easily. It is a situation in which the speaker speaks at a consistent velocity with no lengthy pauses. The pace of speaking is affected when someone stutters a lot. Meanwhile, the more the speaker pauses, the more difficult it is for the speech to flow, causing fluency to suffer. A good conversation will be built on smooth and flowing speech. De Jong (2011) further research states that communication should eventually be smooth, with some processes of production relatively fast and automatic. The goal of fluency is that the speaker is able to express their idea easily.

On the other hand, Richard (2009: 14) definition of fluency is when a speaker engages in meaningful connection and maintains intelligible and continuing communication despite limits in his or her communicative ability, is referred to as fluency. A fluent speaker is one who can use the language efficiently and confidently, with minimal hesitations or forced pauses, false starts, and word searches, Noonan (2003: 55). This is confirmed by Richards, Platt, and Weber (1985: 108), who describe fluency as the characteristics that give speech the traits of being natural and normal, such as nativelike use of pauses, rhythm, intonation, stress, rate of speaking, and use of interjections and interruptions. It is possible that

some languages describe fluency as flow or fluidity, as indicated by Kopponen & Riggenbach (2000).

Fillmore (1979) proposes four types of fluency namely; the ability to fill time with talk (i.e., to talk without awkward pauses for a relatively long period of time); the ability to talk in coherent, reasoned, and "semantically dense" sentences (Fillmore's quotes); the ability to have appropriate things to say in a wide range of contexts; and the ability to be creative and imaginative in using the language. Similar with Fillmore's kind of fluency, (Richards et al., 1985: 108-109) characterizes a level of communication proficiency of fluency, in second and foreign language situations, fluency includes the abilities to produce written and/or spoken language with ease; to speak with a good but not necessarily perfect command of intonation, vocabulary and grammar; to communicate ideas effectively; and to produce continuous speech without causing comprehension difficulties or a breakdown of communication.

Based on the theories, indicators of fluency includes; plenty of ideas, balanced pause, less repetition, and clear utterance. It also can be concluded that fluency is the extent to which someone can speak smoothly and effectively on a range of topics in a second language.

2. Accuracy

The level to which its utilization adheres to the right structures is referred to as accuracy. Brown (2001: 268) defines accuracy as the capacity to construct proper sentences utilizing correct syntax and vocabulary in natural conversation. Accuracy is concerned with grammatical structures which include features such as part of speech, tense, phrase, sentence, and so on. According to Firman (2012), accuracy is related to the learner's ability to utilize accurate grammar, clear pronunciation, and appropriate diction, whereas fluency refers to the speakers' capacity to talk fluently and continuously. Further research by Yuan & Ellis (2003) also referred to speaking accuracy as the extent to which the language produced corresponds to the target language principles.

Another research also found that a productive conversation is characterized by accuracy and fluency. According to Scrivener (2005: 160-162), accuracy is the

capacity to talk correctly without making severe errors, and so a larger use of quick teachers' correction inside a speaking activity is acceptable. Generally, accuracy refers to the ability to produce the grammatically correct sentences while fluency refers to the quality or condition of being able to speak or write a language or perform an action smoothly, accurately, and easily, which includes the ability to produce written or spoken language with ease.

Accuracy is concerned with several linguistic criteria, such as accurate pronunciation, diction, and grammar of the target language. According to Vigoya (2000), students with strong speaking accuracy should be able to pronounce words correctly with suitable intonation and stress patterns, utilize vocabulary to respond to the stimulus appropriately depending on the context, and adhere to the morphological and syntactical patterns. Accuracy and fluency are connected because accuracy is the foundation of fluency, whereas fluency is a further enhancement of a person's verbal ability Abbaspour (2016: 147).

In general, accuracy refers to the capacity to compose grammatically correct phrases, whereas fluency refers to the quality or state of being able to speak or write a language or perform an activity fluently, accurately, and effortlessly, which includes the ability to read. In order to obtain the required degree of correctness, students must apply the proper grammatical structures in their speech.

3. Pronunciation

Layman in Ansar (2015: 13) states that while applying phrases from a certain language, we must respect the laws that govern it. This is done to avoid ambiguity or misinterpretation of meaning. The way a word or language is pronounced is referred to as its pronunciation. Gilakjani (2012: 119) believes that pronunciation is a collection of sound-producing practices. The habit of creating a sound is formed by repeatedly repeating it and being corrected when it is uttered incorrectly. In Hassan (2014: 31), Yates and Zelinski state that pronunciation relates to how we produce the sound we subsequently use to convey meaning when we speak. It contains a language's specific consonants and vowels (segments), features of speech that go beyond the level of individual segments, such as stress, time, rhythm,

intonation, phrasing (suprasegmental aspects), and how the voice is projected (voice quality).

Another theories by Dalton in Hassan (2014: 32) also describes pronunciation as the production of a significant sound that is used as part of a specific language's code and to acquire meaning in the context of use. Similar to Dalton finding, Hornby (1987: 497) defines pronunciation as the manner in which language is spoken; the manner in which a word is pronounced; the manner in which a person speaks the words of language. Mastering a few phrases or a list of sounds is not equivalent to mastery of pronunciation. Instead, it teaches and practices English in particular, making speakers easier to understand (Gilbert, 2008:1). Additionally, pronunciation includes all aspects of speech, including rhythm, phrasing, intonation, articulation, gesture, and eye contact, Fraser (2001: 6).

Based on the theories above it can be concluded that the pattern in which the basic symbols of language, segmental phonemes or speech sounds, appear and are grouped in pitch, loudness, and duration patterns. It is the way a language or a certain word or sound is pronounced.

4. Vocabulary

Vocabulary is a list of words and their definitions, typically found in a book for learning a foreign language. It refers to the suitable diction utilized in communicating. According to Thonbury in Pearson Education (2002: 27), vocabulary is the study of the meaning of words, the vocabulary first in learning English how the words are used. As a result, learners must first acquire the vocabulary since it is a component of the language that should be learned in order to assist the students' abilities in English.

According to Richards (2001), vocabulary is one of the most important aspects of language, and it is the first thing that linguists focus on. A lack of vocabulary is another obstacle that prevents learners from learning a language. Antonacci and O'Callaghan (2011) further explain that vocabulary represents content-specific words or students' understanding of spoken and print words. Another definition of vocabulary provided by Hiebert and Kamil (2005) is the knowledge that learners

should have regarding the meanings of words. They contended that words are of two kinds: oral and written, and that knowledge, too, is of two kinds: receptive (understand or recognize) and productive (write or speak).

Oral vocabulary refers to a set of terms for which learners understand the meanings when speaking or reading aloud. The print vocabulary consists of terms that learners understand while they write or read silently. According to Hiebert and Kamil, productive vocabulary is a group of terms that learners are familiar with and use regularly while speaking or writing. Hiebert and Kamil (2005) define receptive vocabulary as a set of less frequent words for which learners assign meanings while listening or reading. Furthermore, the vocabulary is divided into two types: active and passive. The active vocabulary refers to the words taught to students, which they can employ in speech or writing as spoken or written expressions. While the passive vocabulary refers to terms that pupils recognize and understand in context. Such passive vocabulary is found in hearing or reading materials (Hammer, 2007).

Furthermore, Webb (2009) proposes that students understand receptive vocabulary when it is utilized in context, i.e. when it is encountered in a reading text and cannot be produced by students in written or spoken form. To summarize, vocabulary is as all the words known and used by a particular person to speak.

In accordance with the 2012 ACTFL Proficiency Guidelines, the skill of speaking is classified into five levels: Distinguished, Superior, Advanced, Intermediate, and Novice. The ACTFL Proficiency Guidelines serve as a depiction of the language abilities that individuals exhibit in real-life situations, without prior preparation or rehearsals, with regards to speaking, writing, listening, and reading. Each major level is indicative of a specific range of abilities, and the levels are organized in a hierarchical structure, with each level encompassing all lower levels. The major levels Advanced, Intermediate, and Novice are further divided into High, Mid, and Low sublevels. The Guidelines can be employed to assess both Interpersonal, which encompasses interactive two-way communication, and Presentational, which includes one-way, non-interactive communication. They illustrate the tasks that speakers can perform at each level, along with the content, context, accuracy, and discourse types associated with tasks at each level. Furthermore, they provide

insight into the limitations that speakers experience while attempting to operate at a higher major level.

According to the ACTFL Proficiency Guidelines, speakers who have achieved the distinguished level of language proficiency are highly skilled in their use of language, demonstrating accuracy, efficiency, and effectiveness. They possess a high level of education and are articulate users of the language, reflecting on a broad range of global issues and abstract concepts in a culturally appropriate manner. Distinguished-level speakers are capable of using persuasive and hypothetical discourse for representational purposes, allowing them to advocate for differing viewpoints while tailoring their language to various audiences with cultural authenticity. They are adept at producing sophisticated and well-organized extended discourse, often incorporating cultural and historical references to convey meaning concisely. At this level, oral discourse resembles written discourse, and while non-native accents, occasional isolated language errors, and a limited control of deeply embedded cultural references may still be present, the speaker's proficiency is otherwise near-native.

The Superior level of proficiency means that the speakers possess the ability to communicate accurately and fluently in various settings, both formal and informal, and on a range of subjects, both concrete and abstract. They are able to express their interests and areas of expertise, provide detailed explanations of complex topics, and offer coherent and lengthy narrations with ease, fluency, and precision. Furthermore, they are capable of offering well-structured arguments and opinions on various issues, such as social and political matters. They can generate hypotheses to explore potential alternative scenarios. Even when discussing abstract ideas, they can sustain extended discourse without undue hesitation. However, their speech may still exhibit patterns of their native language. Superior-level speakers use a variety of techniques to facilitate conversation, including turn-taking and highlighting main points with lexical, syntactic, and phonetic techniques. While they may make occasional errors, especially in infrequent or complex structures, they do not impede communication or distract their interlocutors.

Speakers who attain an Advanced level of proficiency in a language demonstrate the ability to participate in conversations in a collaborative manner with the aim of conveying information about personal experiences, as well as topics of local, national, or international relevance. The speakers effectively handle concrete topics by utilizing narration and description in different time frames, including the past, present, and future. Additionally, they possess the capacity to navigate socially complex situations. The language employed by Advanced-level speakers is rich and varied, with the length and complexity of oral discourse serving as a measure of their proficiency. They also demonstrate adequate command of fundamental structures and generic vocabulary to be comprehensible to native speakers who are not accustomed to non-native speech.

The Intermediate-level language proficiency are characterized by the speakers capacity to generate speech in the language, particularly when discussing familiar topics pertaining to their daily lives. They are capable of integrating acquired language skills in order to communicate their personal perspectives. Furthermore, they are able to pose elementary inquiries and manage uncomplicated survival circumstances. Their speech production typically consists of sentence-level discourse, encompassing both single sentences and sentence combinations, predominantly in the present tense. Intermediate-level speakers can be comprehended by conversational partners who are accustomed to interacting with non-native speakers of the language.

In speaking activities, there are three phases to be considered for the teaching process. Pre-speaking activities, while speaking, and Post-speaking activities are the three stages. The Pre-speaking activities are intended to prepare students for the primary speaking activity that follows. Schema activation, which involves the recall of prior world knowledge that relates to the speaking context, is used to achieve this objective. Questions, pictures, and text can all be used to help students activate their schema. Brainstorming is another pre-speaking activity that can be used to generate ideas in small groups before the main speaking activity. The primary aim of this activity is to produce as many ideas as possible within a specified time frame. The ideas generated are not assessed until the end of the activity. When learners understand the communicative problem and the solutions available to them, their

motivation can be increased (Gipps & Stoba, 1993). To scaffold speaking activities, teachers must provide criteria, model speaking formats, and guide learners in reflecting on and setting.

While-speaking activities provide opportunities for students to practice their speaking skills, which can be achieved through role-plays, problem-solving tasks, socialization, or communication games. The ultimate goal of while-speaking activities is for students to resolve communicative problems. Post-speaking activities are an invaluable opportunity for learners to revisit and reflect upon the language and ideas they have utilized during a speaking exercise, thereby enabling them to develop novel methods for enhancing their communicative proficiency. These activities furnish learners with evaluative feedback on their performance and serve as a culminating component of the lesson. Moreover, they play a critical role in fostering the cultivation of integrated communicative skills, as emphasized by Graham (1997).

2.4 Related Research Study

There have been several studies dealing with the implementation of role play teaching technique toward student speaking ability and the primary impact of doing a role play activities. Some of the findings from the previous research would be further explained below:

Susanti (2007) conducted a study Using Role Play in Teaching English at Islamic Junior High School Soebono Mantofani Jombang Ciputat. The researcher used a pre-experiment method by using one group pre-test and post-test design where the writer did an experiment in a single group only. The population of this research is the students of ninth grade in Islamic Junior High School (MTs.) Soebono Mantofani Jombang - Ciputat. There are three classes in this grade and the amount of students is 104. The researcher chooses IX.1 class with 30 students as the sample to observe by using cluster random sampling.

Having analyzed the data of pre-test and post-test by using t-test formula, the result shows that the coefficient is 13,420. It means that there is an increase in teaching

speaking by using role play. From the result of calculation, it is obtained that the value of the t observation (to) is 13,420 the degree of freedom (df) is 29 (obtained from N-1) = (30 -1 = 29). The writer used the degree of significance of 5% and 1%. In the table of significance, it can be seen that on the df 29 and on the degree of significance of 5% and 1%, the value of degree of significance are 2,045 and 2,756. If the two are compared with each value of the degrees of significance, the result is 2,045 < 13,420 2,756. Since the score obtained from the result of calculating, the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. 1. If the result of t observation is higher than t table (to > tt), the null hypothesis (Ho) is rejected and alternative hypothesis (Ha) is accepted. It means that there is a significant difference between variable X and variable Y. 2. If the result of t observation is lower than t table (to < tt), the null hypothesis (Ho) is accepted and alternative hypothesis (Ha) is rejected. It means that there is no significant difference between variable X and variable Y.

The analysis of the research's findings has demonstrated that role-playing improves students' speaking scores. This finding has provided an answer to the study topic on how well role playing may be used to teach speaking. The speaking and learning exercise is made more engaging and intriguing by the use of role playing. It's because role play gives shy kids a cover to hide behind, liberating those who have trouble conversing. Additionally, most students will agree that having fun makes learning easier. The classroom is expanded to incorporate the outer world through role play. This provides many more opportunities to understand the course in different languages.

Another study by Aulia (2019) at SMP Negeri 8 Salatiga also found a clear result on role play activities working well and was well liked by the students. In the research by Aulia (2019) about The Implementation of Role Play in Teaching Speaking to Secondary Students, it is proved that Role Play can improve students' confidence in speaking, their vocabulary, and promote their motivation to learn English. This study has employed survey methodology using observation, questionnaire and interview to investigate the students' perceptions toward role play activities. This study used three data collection methods, direct observation, close-ended questionnaire and semi-structured interview. In the observation, The

researcher used an observation checklist. There were ten questions in the questionnaire that should be answered by the students. The researcher distributed one hundred and forty-five questionnaires for the participants and the questionnaire was carefully designed based on (Islam & Islam, 2007). In the interview session, there were five open-ended questions.

This research has also revealed that role-playing can alleviate students' anxiety during role-playing exercises, indicating that collaborating with their peers enhances their self-assurance. Furthermore, these outcomes provide further insight into the difficulties that students face in role-playing, primarily stemming from a lack of confidence and deficient vocabulary. Despite the aforementioned findings, this research is limited in scope as it only investigates one junior high school, as one out of two schools refused to participate in the study. Consequently, future research may be conducted to gain additional insight into the perceptions of teachers towards role-playing activities by expanding the scope to multiple schools.

From the explanation above, it is believed that role play teaching technique and the implementation of role-playing activity offers an effective way of learning the speaking process. It is also believed that by implementing a fun and challenging learning environment, the outcome are various, not only on student's English ability but also on students motivation and confident. However, the researcher found a gap in the previous studies which is regarding the influence of this technique towards students' speaking aspect. There is no implicit explanation about its effect towards speaking aspects. Therefore, the researcher is intended to apply this technique and find which aspect improved most after the implementation of role play teaching technique. This research will be focused on finding whether there is an improvement on students' speaking ability after implementing the role play technique and to find what aspects of speaking influence tenth grade students after being taught by the role play teaching technique.

2.5 Theoretical Assumption

In line with the theories above, the researcher assumes that speaking is a crucial skill in learning foreign language as it is frequently used as a tool for communication. The primary problem in learning language by speaking is often found in many students. Almost all of them have the same case which is regarding the available learning environment, where it supports and enhances their motivation to speak English. Therefore, a suitable learning technique is needed to help them improved their speaking ability. The advantages given by Role Play teaching technique and learning activities are an enjoyable and relaxed learning environment, thus fosters their English proficiency with real life situations as well as relevant context in speaking. Referring to that, the Role Play teaching technique can help students foster their speaking ability in various aspects such as fluency, accuracy, pronunciation and vocabulary.

From the explanation above, it is believed that role play teaching technique can help students to improve their speaking ability and also give meaningful learning experiences.

2.6 Hypothesis

Based on the study that has been discussed earlier, the researcher proposes the hypothesis as follows:

(H_1) There is an improvement on certain aspects of speaking toward tenth grade students after the implementation of role play teaching technique.

(H_0) There is no improvement on certain aspects of speaking toward tenth grade students after the implementation of role play teaching technique.

III. METHODOLOGY

This chapter contains the methodology of the research which covers research design, population and sample, variable, data collecting technique, research instrument, validity and reliability, research procedure, data analysis, and hypothesis testing.

3.1 Research Design

This research was intended to investigate whether there was an improvement of speaking toward tenth grade students after they were taught by using the role play teaching technique or not. In order to answer the research questions, the researcher used the one group pre-test post-test study design. In this research there was one class which includes 30 students. The participants were not randomly selected, which make tenth grade students were the sample. The research design for this research was illustrated as follows:

$$\boxed{\textbf{T1 X T2}}$$
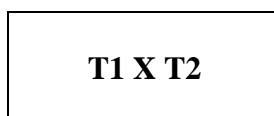
Notes:

T1: Pre-test for students' speaking ability before treatment is given

T2: Post-test for students' speaking ability after treatment is given

X: Teaching speaking through role play activity

Setiyadi (2018: 13)

3.2 Population and Sample

The population in this research were the tenth grade of SMA Al Kautsar Bandar Lampung with *Kurikulum Merdeka* as the learning curriculum. The researcher chose 30 students in SMA Al Kautsar Bandar Lampung who already learn a similar material in line with the curriculum syllabus. The researcher was focused on investigating the sample using role play teaching technique as the teaching materials.

3.3 Variable

This research was divided into two variables; independent variable and dependent variable. The Role Play teaching technique was classified as the independent variable (X), while tenth grade students' speaking ability was classified as the dependent variable (Y). It was assumed that the Role Play teaching technique (X) could influence tenth students' speaking ability (Y).

3.4 Data Collecting Technique

This research used quantitative data collecting technique. The tenth grade students was given a pre-test, treatment, and then post-test. The treatment or teaching materials were expressions, tenses, and video examples of role-playing as a worker. The treatment was mainly focused on real practice of speaking in which the lesson plan were a variety of speaking activities using role playing technique. The speaking tests were describing a picture. The pre-test was a simple test of describing a picture and the post-test used the same picture with different instruction. The post test was describing a picture as a character where the students were pretending as a specific character (role-playing) in a certain setting and situation. The test was scored through a speaking rubric while getting recorded. The recorded voice results of each student then were turned into a transcript. The aim of this test was to find

out the improved speaking aspects of tenth grade students after being taught through role play teaching technique.

3.5 Research Instrument

Research Instruments refer to the measuring tool used by the researcher to measure the variable items in the data collection process including assessing, monitoring, and recording data device, Creswell (2012). This research used pre-test and post-test that were scored trough measurement tool, namely speaking rubric to assess students' speaking test. The instrument research used can be seen as below:

Speaking Test Scoring Rubric

Speaking aspects	Score	Description
Fluency	1	Speech is slow, hesitant and strained, hard to perceive continuity in speech, inaudible.
	2	Speech is frequently hesitant, some sentences left incomplete, and volume is low.
	3	Speech is relatively smooth, some hesitation and unevenness caused by rephrasing and searching for words, volume wavers.
	4	Smooth and fluid speech, few hesitations, a slight search for words, one inaudible word or two.
	5	Smooth and fluid speech, few to no hesitations, no attempts to search for words, volume is excellent.
Accuracy	1	Frequent grammatical errors even in simple structures; meaning is obscured.
	2	Frequent grammatical errors even in simple structures that at times obscure meaning.
	3	Frequent grammatical errors that do not obscure meaning, little variety in structures.
	4	Some errors in grammatical structures possibly caused by attempts to include a variety.

	5	Accuracy and variety of grammatical structures.
Pronunciation	1	Pronunciation is lacking and hard to understand, no effort towards a native accent.
	2	Some pronunciation mistakes detected, no effort towards a native accent.
	3	A few mistakes on pronunciation but still understandable, a little effort at accent, but is definitely non-native.
	4	Pronunciation is good, no obvious mistakes, some effort at accent.
	5	Pronunciation is excellent: good effort at accent.
Vocabulary	1	Weak language control; vocabulary used does not match the task.
	2	Weak language control; basic vocabulary choice with some words clearly lacking.
	3	Adequate language control; vocabulary range is lacking.
	4	Good language control; good range of relatively well-chosen vocabulary.
	5	Excellent control of language features; a wide range of well-chosen vocabulary,
Total Score		

3.6 Validity and Reliability

1. Validity

A test is considered to be valid if it measures the item to be tested and each indicator reflects the material to be assessed as a whole, Hatch and Farhady (1982: 250). They also distinguish two forms of validity: content validity and construct validity. In further research, there are five forms of validity of measuring instruments in foreign languages teaching research, according to Setiyadi (2018:19). The researcher

focused on content validity and construct validity in this study to assess the test's validity. For the test's validity, the researcher requested the assistance of an English club advisor and an English teacher as inter-raters to determine if the items in the test were appropriate and measured what should be tested.

a. Content Validity

According to Hatch and Farhady (1982), content validity is the degree to which a test assesses a representative sample of the subject matter material. Setiyadi (2018: 20) also states that if the test reflected all of the concepts in the material to be measured, it satisfied the content validity. To ensure content validity, the researcher examined the items or questions and determined if the test accurately reflected the entire information to be measured. In this research, the researcher correlated the test with syllabus and curriculum for the X grade of Senior High School students.

b. Construct Validity

Construct validity investigates whether the test is totally consistent with the ideas behind what will be tested. According to Setiyadi (2006: 26), construct validity is used to measure perception, language behavior, motivation, and even language ability. In this research, the test was focused on speaking ability. A test considered to be legitimate if the test items measure each component that relates to the specific objective of instruction, which in this test was constructed based on speaking activity classes. This research construct validity adapted the scoring system from Brown (2001) speaking aspects as the indicators.

2. Reliability

According to Setiyadi (2018: 13-14), reliability is the consistency of measurements or how far comparable subjects may be tested at various times and yet produce the same results. Inter-rater reliability was employed in this research to determine the data and test reliability. There were two raters to assess students' speaking ability: the first rater was the English club advisor, who has a degree in English Education and is also an English teacher at SMA Al Kautsar Bandar Lampung, while the second rater was an English teacher in the same school who specializes in teaching

speaking to high school and college students. It can be said both of the raters met the qualification with a high level of certification and extensive experience of teaching English. The raters discussed the speaking requirements in order to acquire a reliable test result. The inter-rater reliability of the tests was assessed statistically using the methodology shown below:

$$R = 1 - \frac{6\ (\Sigma d2\ )}{N.\ (n2 - 1)}$$

Notes:

R = Reliability

X = Rater 1

Y = Rater 2

N = Number of the students

d1 = the difference between R1 and R2

d2 = the square of d1

1 – 6 = Constant number

<div align="right">Shohamy (985: 213)</div>

The standard of reliability:

    a. A very low reliability ranges from 0.00 to 0.19

    b. A low reliability ranges from 0.20 to 0.39

    c. An average reliability ranges from 0.40 to 0.59

    d. A high reliability ranges from 0.60 to 0.79

    e. A very high reliability ranges from 0.80 to 1.00

<div align="right">Slameto (1998)</div>

3.7 Research Procedure

The researcher used the following procedures to determine whether there was an improvement in speaking after implementing the role play teaching technique in tenth grade students or not, as well as which aspects of speaking improved the most after being taught with role play teaching technique:

1. Determining Problem

The research originated from several problems that occurred in the process of speaking English as a foreign language. Some students have difficulty in understanding, producing, and practicing the speaking activity due to a lack of supportive environment, and the suitable situation to do so. This research investigated whether the role play teaching technique has any impact toward tenth grade students.

2. Selecting and Determining the Population and Sample

The researcher chose a total of 30 students of X grade at SMA Al Kautsar Bandar Lampung which made them the new students of 2023/2024.

3. Selecting the Instrument and Material

The instrument was the speaking test and speaking test rubric. The pre-test was a describing picture test while the treatment used variety of media and games. The games and media revolved around the role play activities such as pretending as a certain job, while the post-test was the same except the difficulty of the test were increased; describing a picture as a character (role-playing).

4. Administering the Pre-test

The test was administered for approximately 2 minutes for each student which made it 60 minutes in total for 30 students. The test was conducted with the presence of an inter-rater that was became the examiner of students speaking test and every taken test was recorded and turned into transcript one by one. The test was focused on students speaking fluency, accuracy, pronunciation, and vocabulary then it was scored based on the scoring rubric.

5. Conducting the Treatments

The treatments were conducted in four meetings and the meeting lasted for 45 minutes. The researcher implemented the role play teaching material as the teaching technique by providing video material and dialogue texts as a guide and example. The students were guided to understand how to pretend and act using appropriate expression, intonation, tenses in speaking, and behave like a real worker or professional in a relevant situation.

6. Administering the Post-test

The post-test was conducted after the treatments to find out the progress and any improvement with students' speaking ability after being given the treatments. The post-test was basically the same with the pre-test.

7. Analyzing the Data

In quantitative data, after scoring the test, the data will be analyzed by using the Statistical Package for Social Sciences (SPSS) software program. It is used to find out how significant the improvement is. By using the SPSS software program, the researcher intended to find out the differences of mean scores between the two research samples.

3.8 Data Analysis

The data was analyzed by using quantitative data analysis to measure the significant difference between the two results from the two samples. The criteria of scoring the speaking test was using a rubric based on Brown (2001) theory of speaking aspects; namely fluency, accuracy, pronunciation, and vocabulary. In this research, the test was assessed by two raters and the score was calculated by applying the statistical analysis of t-test to examine the differences of two sample tests' results. In addition, the significance of the test was analyzed by using computer programmed of Statistical Product and Service Solution (SPSS).

3.9 Hypothesis Testing

The data was analyzed to see if there was a difference in students speaking ability after the implementation of the role play teaching-learning process. At the significance level of 0.05.

$$H0 = Sig. > 0.05$$
$$H1 = Sig. < 0.05$$

(H_0) There is no improvement on certain aspects of speaking toward students after being taught through Role Play teaching technique.

(H_1) There is an improvement on certain aspects of speaking toward students after being taught through Role Play teaching technique.

3.10 The Implementation of the Role Play Teaching Technique

The pre-test was conducted on 15th November 2023 as well as the first treatment implemented. The post-test was conducted on 21st November 2023 after finishing all the materials for the treatment needed. The pre-test scores of X.2 class was approximately similar from both of the inter-raters.

The researcher implemented role play teaching technique in the learning process in which the students mostly learn by real-time speaking practice and presentation. The material was implementing the *Role-Playing Methods in the Classroom* book by Mark Chelser and Robert Fox (1996) and several of learning activities references from youtube. The primary focus in this treatment is to improve students' speaking ability trough the speaking learning process and to enhance the speaking aspects according to Brown (2001), such as fluency, accuracy, pronunciation, and vocabulary. Thus, the lesson plan was made before the implementation. The lesson plan design and syllabus itself has been approved by the English teacher as well as the inter-raters.

The first meeting was where the students engage in vocabulary and pronunciation exercises by repeating words pronounced by the teacher and memorizing new terms. Furthermore, they develop language proficiency by practicing pronunciation through tongue twisters. After that, the students learn to adapt with the language by started to learn with dialogue texts and present them in pairs. Following the presentations, students reinforce their vocabulary through fill-in-the-blank exercises related to the dialogues. These activities effectively enhance the students' fluency, accuracy, pronunciation, and vocabulary acquisition. In the third and fourth meeting, students are exposed to more challenging speaking tasks, requiring them to generate words and ideas within specific contexts. Lastly, in the final session, students undergo a comprehensive assessment by participating in role-playing scenarios, which assess all aspects of their speaking skills.

V. CONCLUSION AND SUGGESTION

This chapter formulates the conclusion based on the result presented in the previous chapter as well as suggestions from the researcher regarding to the use of role play technique in teaching speaking.

5.1 Conclusions

The intention of the researcher was to examine the effect of implementing the role play teaching technique on students' speaking abilities, as evident from the results of the pre-test and post-test. According to Hattings (1993), role play is considered an ideal activity that allows students to use their English creatively, fostering conversation and providing an opportunity for communication skill development. By engaging in role play, students are able to practice and enhance their speaking skills through simulated conversations, ultimately leading to improved speaking abilities. The challenging nature of role play encourages active student participation and creates a comfortable and enjoyable learning environment, motivating students to deliver effective speaking performances.

The researcher also intended to identify the specific aspects of speaking that experienced the most improvement. According to Ladous in Daniastuti (2018), role play is a communicative technique that enhances language fluency, promotes interaction in the classroom, and increases motivation. It's not only encourages peer learning but also fosters shared responsibility between the teacher and students in the learning process. To support this hypothesis, the researcher utilized a suitable scoring rubric to precisely measure the extent of improvement in each aspect of speaking following the intervention.

After the implementation of the treatments, it is shown that statically from the total gain point of every aspect, Fluency and Vocabulary has the highest improvement from the pre-test and post-test with gain point of 63, followed by Pronunciation with 46, and Accuracy with the lowest gain point that scored 45. It is also proven that despite some students already possess a good fluency and vocabulary mastery, the treatments help them to even become better. The role play technique will lead the students to directly use the language thus they will be trained to be aware in deciding what to say and how to say.

This findings is in line with the previous study by Harmer (2007) who claims that role play can be used to encourage general oral fluency or to train students for specific situation, especially where they are studying for specific purpose. In addition, Alabsi (2016) stated that role-play gives students a chance to be introduced to new vocabulary, and they will be provided to use the words in context role-play, which may assist in enriching the student's comprehension of the terms and the use of the words in the actual context. It can be concluded that the hypothesis and assumption of role play teaching technique improved students' speaking ability especially speaking fluency and vocabulary is proven.

5.2 Suggestions

This research has several imperfections and limitations. One of them is the number of inter-rater which is only two raters to assess the students' speaking test. Despite being a professional in their field that is foreign language, the two raters are not native speakers. Another concern is that the time period of the teaching and learning process was relatively short and would probably affect the students' readiness. Due to that, there were a few of students who still couldn't adapt with the new learning environment as well as the sudden change of the teacher teaching style.

5.2.1 Suggestions for English Teachers

1. The researcher suggests that teacher can use a role play teaching technique in their learning language process, especially following the new Kurikulum

Merdeka. This technique is rarely getting implemented in a learning material session because of its inconvenience. The Kurikulum Merdeka encourages teacher to be more creative to create a variety of learning activities which push the students to be more involved in the learning process, thus this role play teaching technique can be used as a tool to learn a lot of new materials. Although it requires much management and media, by involving students to speak directly after the lecture session, it is without a doubt can help students to improve their English speaking ability.

2. This role play teaching technique needs a right and suitable lesson plan. Teachers are highly requested to make a good lesson plan that covers all of the basic competence to get a maximal result, hence every English speaking aspects can improved evenly. English teachers need to go to a deep research and check every learning procedure thoroughly before applying this technique in their learning process. Books and journals of activities of role play teaching references are recommended.

3. The lesson plan in this study was adapted so much from physical activities. The games and challenges were used in all of the learning process, so teachers are highly requested to input the material in a game carefully so the learning process can be fun but effectively meaningful as well. Teachers also should provide a suitable place to implement the process, because the games will probably require changes in the classroom positioning.

4. Last but not least, the researcher suggests that English teachers will implement this technique repeatedly in a long term. An ideal meetings to apply this technique requires much practices and implementation. Teachers need to match the technique every time the materials of learning English subject changed. Even though role play teaching technique can be used to teach a lot of material, an appropriate time management is needed. Therefore, the researcher urge teachers to apply this technique in a long period of time.

5.2.2 Suggestions for Further Researcher

1. In this research, the samples are tenth grade students that make them freshmen in high school who still adapting with the school studying environment. The researcher suggests that further researcher should try to implement this teaching technique in different level to test whether the grade also has any impact towards the students' speaking ability.

2. This research was held in a short period of time with limited meeting. Therefore, there were lack of time in each meeting to focus on certain aspect. This technique could be adapted much maximal in a long term learning session because of its variety of activities. Because of that, the researcher would like to recommend further researcher to implement this technique with a deeper focus in every speaking aspects.

3. This research showed a significant development on students speaking ability such as fluency and vocabulary. However the pronunciation and accuracy aspect didn't show a great improvement. One of the reasons was because of the short learning process. Further researcher are suggested to do a deeper research that focused on pronunciation or accuracy and a lesson plan that can affect more on students' enunciation as well as grammatical ability in speaking.

4. This research was intended to test whether the role play teaching technique can improve students' speaking ability significantly. Thus, the treatments, learning materials, and tests were focused only to cover all of the speaking aspects. Further researchers are suggested to implement this technique to test other skills as well such as listening. It is also highly recommended to design a more complicated test to know the effectiveness of this technique towards other English abilities.

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