

**THE INFLUENCE OF THE ROLE-PLAYING TEACHING METHOD ON
STUDENTS' SPEAKING ACCURACY**

By

Muhammad Dani Andhika Pangestu

(2013042035)

Advisor

Mahpul, M.A., Ph.D.

Novita Nurdiana, S.Pd., M.Pd.

Examiner

Dr. Ari Nurweni, M.A



**ENGLISH EDUCATION STUDY PROGRAM
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ABSTRACT

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This study aimed to investigate the significant impact of the role-playing teaching method on students' speaking accuracy. The primary objective is to determine whether this interactive and engaging method can enhance students' ability to speak accurately in a foreign language. The research employs a one-group pre-test post-test design suggested by Setiyadi (2006), allowing for a comparative analysis of students' speaking accuracy before and after implementing the role-playing method. The results of the data analysis indicated that the role-playing teaching method has a positive impact on students' speaking accuracy. The unique characteristics of this method, such as its emphasis on real-life communication and active student participation, contribute to its effectiveness. Unlike other teaching methods, role-playing provides a dynamic and interactive learning environment that fosters better speaking accuracy among students. This finding underscored the potential of role-playing as a beneficial teaching method for students' speaking accuracy.

Keyword: Communicative Language Teaching, Role-Play, Speaking Skill, Speaking Accuracy. Praat.

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Muhammad Dani Andhika Pangestu

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Research Title : **THE INFLUENCE OF THE ROLE-PLAYING
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Students' Name : **Muhammad Dani Andhika Pangestu**

Students Number : **2013042035**

Study Program : **English Education**

Department : **Language and Arts Education**

Faculty : **Teacher Training and Education**

APPROVED BY
Advisory Committee

Advisor

Co-Advisor


Mahpul, M.A., Ph.D.

NIP 1965007061994031002


Novita Nurdiana, S. Pd., M. Pd.

NIK 231804870916201

The Chairperson of
The Department of Language and Arts Education


Dr. Sumarti, M.Hum.

NIP 19700318 199403 2 002

ADMITTED BY

1. Examination Committee

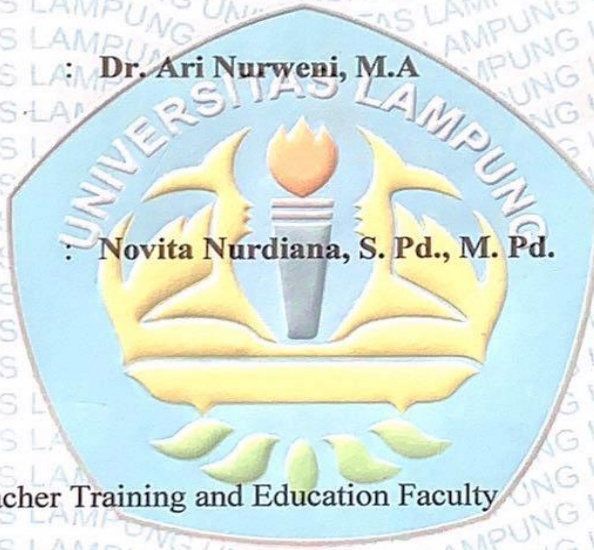
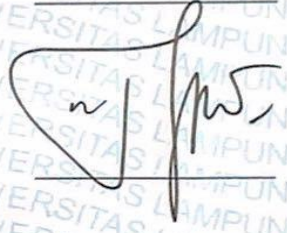
Chairperson : Mahpul, M.A., Ph.D.



Examiner : Dr. Ari Nurweni, M.A



Secretary : Novita Nurdiana, S. Pd., M. Pd.



2. The Dean of Teacher Training and Education Faculty



Prof. Dr. Sunyono, M.Si.
NIP. 19651230 199111 1 001

Graduated on: December 3rd, 2024

LEMBAR PERNYATAAN

Yang bertanda tangan dibawah ini, saya:

Nama : Muhammad Dani Andhika Pangestu
NPM : 2013042035
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Pendidikan Bahasa dan Seni
Fakultas : Keguruan dan Ilmu Pendidikan
Judul skripsi : The Influence of Role Playing Teaching Methodn on
Students' Speaking Accuracy.

Menyatakan bahwa skripsi ini adalah karya saya sendiri. Sepanjang pengetahuansaya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandar Lampung, 17 Februari 2025

Yang membuat pernyataan,



Muhammad Dani Andhika P

NPM 2013042023

CURRICULUM VITAE

Muhammad Dani Andhika Pangestu, is the second child of Ris Purwaningsih and Edi Wibowo. Dani was born on April 9 2002 in Pringsewu, Lampung.

Dani started his education at Kindergarten ABA 1 Pringsewu until he was 6 years old. After graduating, he continued his education at SD N 1 Pringsewu for 6 years. Then, Dani continued his education to a higher level at MTs N 1 Pringsewu. After graduating from junior high school, Dani continued his education at SMA N 1 Pringsewu. He graduated with satisfactory grades and was accepted into the English Education study program of the Teacher Training and Education Faculty at the University of Lampung in 2020. Dani participated in several student organizations and competitions at the university, such as SEEDS, and BEM FKIP UNILA, and became vice president of the English Society UNILA. Dani has quite impressive achievements, apart from having a GPA above 3.5, Dani has also won 9th place in the international Scrabble competition in the 2022 Astar Scrabble Challenge International (ASCI) all-ages category.

MOTTO

“The lifetime of a human being is measured by decades, the lifetime of the Sun is a hundred million times longer. Compared to a star, we are like mayflies, fleeting ephemeral creatures who live out their lives in the course of a single day”

- Carl Sagan, Cosmos

"Better three hours too soon than a minute too late"

- William Shakespeare

DEDICATION

Above all praise and thanks to Allah SWT. The love and affection have given me strength, provided me with knowledge, and introduced me to love. Thanks to the grace and facilities that you have provided, this simple thesis can finally be completed. Sholawat and salam are always overflowing with the grace of Rasulullah Muhammad SAW.

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The Writer

M Dani Andhika P
2013042035

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I. INTRODUCTION

In this chapter the researcher presents some points to discuss about the study. The researcher described the background, the reason why the researcher chooses the study, how to do the experiment, and also the theory about the study.

1.1 Background

Longman in Yuriza (2014) stated that speaking is defined as being able to talk in a particular language. The acquisition-learning hypothesis proposes that language can be obtained in 2 ways: acquisition (unconscious way) and learning (conscious way) Krashen in Cullip (1993). This statement caused the emergence of learning methods with communicative approaches, which is that speaking skills play an essential role in students acquiring language. Met and Rhodes support this statement in Hasani (2019), they conclude that the more students hear the target language, the more they use it in their interaction, and the greater their linguistic growth. Nunan in Yuriza (2014), stated that speaking is a productive aural/oral skill. It consists of producing systematic verbal utterances to convey meaning. In conclusion, speaking skills are crucial for effective communication and vital in various life aspects. According to Ali (2022), speaking skills are considered to be very important when it comes to learning a language. In fact, Ali suggests that speaking skills might be the most important language skills of all. The need to practice leads to mastery, enabling learners to become better learners, better communicators, and even better human beings. However, in reality, students have limited speaking opportunities.

In Indonesia, the students learn in large class sizes, which limits individual speaking practice. The focus is on teacher-centered instruction, with limited opportunities for students to engage in meaningful conversations and express themselves orally. Consequently, they lack confidence in speaking English due to various factors, including fear of making mistakes, lack of exposure to English

outside the classroom, and limited opportunities to practice speaking in authentic situations. This confidence barrier can hinder their willingness to participate actively in speaking activities. In addition, there are unwritten regulations in Indonesia that have become a part of the culture. Indonesian culture strongly emphasizes respect for authority, which can create a teacher-centered classroom environment where students may be hesitant to speak up or express their opinions freely. Teachers must create a supportive, inclusive classroom atmosphere that encourages active participation and open communication. A communicative approach is also needed to help students communicate with foreign languages, which is Communicative Language Teaching (CLT).

CLT first appeared in the 1970s and early 1980s; the reasons behind the emergence of CLT were the lack of success of traditional language teaching methods and the demand for increased language learning. Since the development of communicative language teaching, the language teaching method usually used at that time was situational. This method is more clinical and relies less on direct communication, so many English linguists doubt its success. Freeman in Qasserras (2000), one primary criticism of the communicative language teaching approach is its alleged neglect of explicit grammar and vocabulary instruction. Richards and Rodgers in Ju (2013) stated differently from the traditional SLT approach that the aim of CLT emphasizes language learners' "communicative proficiency" rather than "a mere mastery of grammar and structures." This statement enables more effective connections for students by meeting their actual communicative demands.

From the explanation above, there is a need for appropriate teaching methods based on CLT principles, which prioritize the function of language over its structure. There are several teaching methods in CLT. Researchers say role play is a communicative teaching method that fits in perfectly with CLT principles. Tompkins in Krebt (2001) defines role play as "it is one of the classroom teaching techniques that encourage students to participate actively in the process of learning English. Therefore, foreign language students practice the target language

in a context similar to real-life situations where stress and shyness are removed". This statement is in line with Richards and Rodgers in Ju (2013) about CLT; according to their statement, learners use the language to communicate with others or to understand the information sent to them, not to acquire grammar and vocabulary.

To sum up, role play is a teaching technique in which students adopt specified roles and engage in real-life simulated discussions to practice and develop their speaking skills. It entails constructing scenarios or circumstances replicating real-life contexts to engage students in meaningful language use. With learning activities that involve students frequently speaking in English, the researcher believes that role-play can help the students to be more familiar and confident while speaking in English. This study wants to prove the role-play method through the CLT approach will positively impact student speaking accuracy. The research aims to determine whether the role-playing method using the CLT approach can improve students' speaking accuracy. Therefore, the researcher is interested in raising the study title "The Influence of The Role-Playing Teaching Method on Students' Speaking Accuracy.".

1.2 Research Question

The research question in this research is:

1. Was there a significant impact on students' speaking accuracy after the students were taught using role-playing?

1.3 Objective of The Research

To investigate the significant impact of role-playing on improving the accuracy of their speaking abilities. The question arises from previous studies suggesting that Role-Play is effective in enhancing speaking fluency but may be lacking in teaching grammar with precision. Therefore, the researchers seek to explore whether role-play can lead to improved accuracy in students' speaking skills.

1.4 Uses of The Research

This study might be a reference for the teacher to choose the best learning technique to increase students' speaking accuracy, it is helped the student to learn English (language target) easily. This research assists the teacher in monitoring the students' competence in communication.

1.5 Scope of The Research

The focus of this study is on how the Communicative Language Teaching, and Role-Playing teaching method, affect students' speaking accuracy. Within the Role-Play Methods, the researchers will create instructional materials and activities that use these strategies. This study employs a quantitative technique, the data obtained from the tests both before and after the experiment are used to calculate the results.

1.6 Definition of Terms

1. Communicative Language Teaching

Communicative Language Teaching (CLT) is a teaching approach that focuses on developing communicative competence through interactive learning activities where the students are frequently asked to use the language target.

2. Speaking

Speaking refers to the act of communicating or expressing thoughts, ideas, or information verbally.

3. Speaking Accuracy

Speaking accuracy is refers to the capacity of someone to say something with the correct pattern and reasonable using the language target during a conversation.

4. Role Play

Role-Play is a teaching method where the participants replicate real-life or imaginary scenarios in order to have a real-life conversation while learning the language target.

The explanations about background, identification of problem, limitation of problem, objectives, uses, scope, definition of key terms uses as the main problem why the researcher chooses the study, how to do the experiment, and also the theory about the study

.

II. LITERATURE REVIEW

Theories are presented in this chapter as the foundation for the study's definition and conceptualization. Prior research, indirect grammar instruction, communicative language teaching, using CLT, the advantages and disadvantages of using CLT, theoretical assumptions, and hypotheses are among them.

2.1 Previous Review Overview

The subject of this study has previously been the topic of several research studies. One researcher who has looked into the impact of communicative language teaching methods is Rahmatillah Kartini (2019), with her journal "Communicative Language Teaching (CLT) through Role Play and Task-Based Instruction". This journal investigates the effectiveness of Communicative Language Teaching (CLT) strategies, particularly role play and task-based instruction, in improving language acquisition and communication skills. The review delves into the advantages of these strategies and their effects on language learning, fluency, speaking and listening abilities, cultural awareness, confidence development, language integration, critical thinking, and learner motivation. According to the findings, CLT, through Role Play and Task-Based Instruction, provides learners with meaningful and engaged language learning experiences, fostering authentic communication and supporting language acquisition. This journal concludes that communicative language teaching (CLT) techniques, particularly role play and task-based instruction, have significant benefits for language learners. These techniques promote authentic communication, enhance language acquisition, develop communication skills, foster cultural awareness, build confidence, integrate language skills, encourage critical thinking, and increase learner motivation. Incorporating Role Play and Task-Based Instruction in language classrooms can create dynamic and interactive learning environments that facilitate language learning and proficiency.

1.2 Speaking

Harmer (2007: 284) asserts that speaking encompasses the ability to articulate thoughts fluently, requiring not only a mastery of linguistic features but also the capacity to process information and language instantaneously. (Quianthy in Audita, 2019) Defines speaking as the process of transmitting ideas and information orally in a variety of situations. (Nunan in Audita, 2019) Delineates speaking as the adept use of language with agility and confidence, marked by minimal pauses, denoting fluency. According to Chaney in Kayi (2006), speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts". Speaking involves seamless and efficacious oral communication, incorporating linguistic components, real-time information processing, and the utilization of verbal and nonverbal modalities to convey significance.

2.2.1 Concept of Speaking

Speaking entails communicating smoothly and effectively in oral form, utilizing language elements, processing information in real-time, and using both verbal and non-verbal means to express meaning." From the various definitions provided by Harmer (2007), Quantity (1990), Nunan (in Kayi, 2006), and Chaney (1998), it can be concluded that speaking is a complex skill that involves several components. Firstly, speaking is characterized by fluency, as mentioned by Harmer (2007) and Nunan (in Kayi, 2006). Fluency refers to speaking smoothly and confidently, with minimal pauses or hesitations. This statement indicates that speaking involves the seamless processing of information and language "on the spot," as Harmer (2007) noted. Secondly, Quianthy (1990) highlights that speaking is the process of transmitting ideas and information orally in various situations. This statement implies that speaking serves as a means of communication, allowing individuals to convey their thoughts, ideas, and messages to others.

Additionally, Chaney (1998) emphasizes that speaking involves using verbal and non-verbal symbols to build and share meaning. This statement suggests that speaking encompasses not only the linguistic aspect but also non-verbal cues such as gestures, facial expressions, and body language. Learners must learn four aspects to achieve fluency in speaking. Brown (2001) proposes four aspects of speaking: fluency, accuracy, pronunciation, and vocabulary. Fluency refers to the flow and efficiency with which ideas are expressed, particularly in English. When you describe something, you will make some grammar mistakes, but they will be given in a way that is easy to comprehend and shows you are comfortable speaking English. Sometimes fluency is defined in contrast to accuracy, which, according to Richards in Zelassi (2022), "refers to the ability to produce grammatically correct sentences but may not include the ability to speak or write fluently". Accuracy indicates your ability to correctly employ the required vocabulary, grammar, and punctuation, such as verb forms (past tense, present tense, and so on), articles (a, an, the), and prepositions (in, on, from, at).

The definition of pronunciation from the Oxford Dictionary is "how a language or a particular word or sound is spoken" and provides a concise and comprehensive understanding of the term. On the other hand, pronunciation refers to the specific manner in which words, sounds, or an entire language are articulated or spoken by individuals. It encompasses various aspects, such as the correct placement and movement of the articulatory organs (e.g., tongue, lips, vocal cords) to produce specific sounds, the rhythm and intonation patterns used in speech, and the overall phonetic characteristics of a particular language. Linse in Indrayani (2022) stated that vocabulary is the collection of words an individual knows. Another expert, Neuman and Drawer in Bintz (2011), said that vocabulary could be defined as the words someone must learn to communicate effectively: words in speaking (expressive vocabulary) and words in listening (receptive vocabulary). Vocabulary refers to the collection of words an individual uses for effective communication.

Therefore, students should actively participate in teaching and learning, particularly while speaking. Students will become familiar with the utterances employed by speaking. Learning to speak English smoothly and correctly is always difficult while learning a foreign language. It has benefits for students. Furthermore, Hetrakul in Indirani (2022) asserted that vocabulary is an important aspect of speaking. Richards et al (1986), pronunciation is another crucial part of public speaking. This fact stresses how the listener captures the speaker's voice. Fluency is the capacity to speak a language fluently, effectively, and effortlessly.

2.2.2 Aspect of Speaking

Aspect is the study of how a situation develops, and in English, it is a matter of syntax and morphology. Brown (2001) proposes four aspects of speaking skills: fluency, accuracy, pronunciation, and vocabulary.

1. Fluency

Hartmann and Stork in Amiri (2020), "A person is said to be a fluent speaker of a language when he can use its structures accurately whilst concentrating on content rather than form, using the units and patterns automatically at normal conversational speed when needed". This statement provides an in-depth perspective on what it means to be a fluent language speaker. Fluency goes beyond mere knowledge of language structures and involves using them accurately and effortlessly while focusing on the message rather than the form. In conclusion, fluency consists of using language structures accurately, focusing on content rather than form, and automatically employing language units and patterns at a normal conversational speed. Being a fluent speaker means having the ability to communicate effortlessly, allowing the speaker to convey their message effectively and naturally in the target language.

2. Accuracy

Brown (2001) indicates that accuracy means being “clear, articulate, grammatically and phonologically correct,” while fluency connotes being “flowing and natural”. Accuracy refers to being clear, articulate, and demonstrating grammatical and phonological correctness, while fluency encompasses being flowing and natural in speech. When it comes to accuracy, clarity and articulation play a significant role. Vigoya (2000) suggests that students with good speaking accuracy should be able to pronounce words correctly with appropriate intonation and stress patterns, use vocabulary to respond to the stimulus appropriately depending on the context and conform to the morphological and syntactical patterns. Clear communication involves expressing ideas and thoughts in a manner that the listener easily understands.

Additionally, grammatical correctness refers to accurately using grammar rules, including sentence structure, verb forms, tenses, and word order. Phonological correctness relates to accurate pronunciation, stress, and intonation patterns, allowing for effective communication and comprehension. In conclusion, accuracy refers to clarity, articulation, and grammatical and phonological correctness, while fluency encompasses being flowing and natural in speech. Both accuracy and fluency are essential aspects of language proficiency, and achieving a balance between the two is a key goal for language learners.

3. Pronunciation

Pronunciation refers to how language is spoken, how a word is spoken, and how a person speaks the words of language (Hornby, 1987). Pronunciation involves the overall way in which a particular language is articulated and vocalized. It encompasses the collective patterns of sounds, intonation, rhythm, understanding and reproducing a word's correct phonetic elements and patterns, including stress, syllable structure, and vowel and consonant sounds. Each person has their unique pronunciation, influenced by factors such as their native language, regional accent, educational background, and exposure to different speech patterns.

4. Vocabulary

According to Hornby in Purba (2023), vocabulary is all the words a person knows or uses and all the words in a particular language. Hatch and Brown in Asari (2013) Vocabulary is a list or set of words for a specific language or a list or set of words that individual language speakers might use. The collection of words encountered, learned, and preserved in a person's linguistic competence is their vocabulary. It indicates a person's lexical knowledge and comprehension, which allows them to comprehend and express ideas, feelings, and emotions in a language. In conclusion, vocabulary encompasses all the words in a language that an individual is familiar with and actively uses for communication. It represents an important aspect of language competence, enabling individuals to comprehend and express ideas effectively. Building and expanding one's vocabulary is an ongoing process in language learning and plays a vital role in successful communication.

1.2.3 Teaching Speaking

There are four major skills in studying English, and one of them is speaking. Speaking is the primary concern in teaching English because understanding how the language is used is essential in improving those four skills for students. Brown (2001) defines teaching methods as a step-by-step and a set of general class specifications to achieve linguistic goals. Meanwhile, many techniques and methods can be applied in teaching speaking. Students learn English to communicate in English fluently, accurately, and precisely in their daily lives. According to Brown (2004), building and sharing meaning through verbal or oral form describes six speaking skill areas.

1. Imitative

This category includes the ability to practice intonation repeatedly and to focus on specific parts of language form. This category refers to imitating a word, phrase, or speech. The key point here is to concentrate on pronunciation. The teacher uses

drilling during the teaching and learning process. The reason is that drilling allows learners to listen to and orally repeat some words.

2. Intensive

This category contains students' speaking performances in which they practice phonological and syntactical features of the language. It frequently assigns tasks to learners in pairs (group work), such as reading aloud, which includes reading a text, reading a conversation with a partner in turn, reading facts, etc.

3. Responsive

Responsive performance involves engaging in short conversations, greetings, small talk, and simple requests and comments. It demonstrates comprehension and the ability to provide concise and meaningful responses to teacher or student-initiated questions or comments. While it has limitations in complexity and length, responsive performance serves as a valuable starting point for learners to develop their speaking skills and gradually progress to more advanced communication tasks.

4. Transactional (dialogue)

Transactional communication refers to a communication exchange that focuses on conveying or exchanging specific information or completing a task. Clear objectives and a goal-oriented approach often characterize it. This form of communication is commonly observed in various settings, including workplaces, educational institutions, customer service interactions, and everyday conversations. In pair work, transactional communication can be seen in structured conversations where two individuals cooperate to accomplish a specific objective. Such conversations aim to exchange information, seek clarification, make decisions, or solve problems. Pairwork is often used in educational settings to enhance learning, promote collaboration, and develop communication skills.

Transactional communication in pair work allows participants to collaborate, clarify concepts, exchange ideas, and collectively work towards a desired outcome. It fosters effective information transfer, promotes active engagement, and enhances learning experiences by providing opportunities for interaction and feedback.

5. Interpersonal (dialogue)

When communication is carried out more to maintain social relationships rather than simply transmitting facts and information, it falls under relational or social communication. Relational communication builds connections, fosters social bonds, and develops and maintains relationships. In contrast to transactional communication, which primarily aims to exchange specific information, relational communication is characterized by the desire to establish rapport, express emotions, share experiences, and strengthen social connections. It emphasizes the social and emotional aspects of interaction.

6. Extensive (monologue)

In the context of a teacher giving students extended monologues in the form of oral reports, summaries, storytelling, and short speeches, there are several points to consider when assessing the student's speaking abilities. These points align with the theory that effective speaking requires knowledge of pronunciation, vocabulary, and language functions and the ability to use language appropriately. The assessment should also focus on providing constructive feedback to students, highlighting their strengths and areas for improvement. This feedback can be given during or after the speaking activity, enabling students to reflect on their performance and make necessary adjustments to improve their speaking skills by facilitating them to learn pronunciation rules, introducing relevant vocabulary, and providing language models for different language functions. Engaging students in speaking activities, such as pair work or discussions, can help them practice and build confidence.

1.3 Communicative Language Teaching

The term "communicative language teaching" refers to teaching a second or foreign language that emphasizes student interaction as either a means or the result of learning the target language. Kaisheng in Gustiani (2012) said that CLT refers to the communicative approach to teaching a second or a foreign language. Doubtlessly, it is believed that the most effective approach focuses on learners' communicative competence in many countries. It is possible to think of communicative language teaching as a set of guidelines for the objectives of language instruction, the process by which language is learned, the kind of classroom activities that best promote language learning and the roles of teachers and students in the classroom.

CLT is based on the concept that meaningful and real communication is more effective than mindless memorizing grammar rules and vocabulary. The approach stresses the use of language in practical circumstances, encouraging learners to participate actively in interactive exercises that simulate real-world communicative situations. There have been numerous definitions and interpretations of the communicative approach to second language (L2) training since the development of communicative language teaching (CLT) in the late 1970s. This statement, unsurprisingly, has led to several misunderstandings about CLT and how it is used in L2 classrooms. There is controversy over whether CLT should focus on the analysis and use of language forms, even if the majority of descriptions of CLT emphasize the delivery of messages and meaning. Communicative language teaching (CLT) is described by some applied linguists as having reached a turning point, one in which "explicit direct elements are gaining significance in teaching communicative abilities and skills" (Celce-Murcia & Domyei, 1997, p. 141). These differences in CLT's use and interpretation are troubling enough to imply that the term has lost some meaning. Some have suggested that CLT has lost its usefulness for teaching L2 as a term for a language teaching methodology..

1.4 Role Play

Role play is one of the popular CLT teaching techniques, and it encourages active involvement, authentic dialogue, and practical language use. Therefore, role play and communicative language teaching (CLT) are appropriate for language teaching and learning. Syaiful Sagala in Amelia (2022) explains that the role-playing method is a way of presenting learning materials by showing and acting out ways of behaviour in social relations; the role-playing method in its implementation, students get the task of the teacher to act out a social situation that contains a problem, so that students can solve a problem that arises from social situations. In other words, the role-playing method allows students to step into the shoes of different characters and gain a deeper understanding of the emotions, motivations, and consequences associated with specific behaviours. It enhances their empathy and communication skills, as they must effectively portray their assigned roles and interact with their peers in the simulated social scenario.

2.4.1 The Concept of Role Play

Dorothy (2011) states that role play is very important in teaching English because it allows the students to practice communicating in different social contexts and roles. Meanwhile, according to Harmer (2003), role play is students' simulation of a real-life encounter (such as a business meeting, an encounter in an aeroplane cabin, or an interview) as if they were doing so in the real world, either as themselves in that meeting or aeroplane or taking in the role of a character different from themselves. In conclusion, role play is a technique for teaching speaking that exposes students to real-world communication to improve their skill acquisition. When implementing the role-playing method, the teacher assigns students to act out a specific social situation that encompasses a problem. The purpose is to provide students with a hands-on and experiential learning experience, enabling them to actively engage with the subject matter. Implementing role play into speaking exercises contributes to creating a dynamic and engaging classroom, allowing students to practice and improve their speaking

abilities in a relevant and pleasant manner. It serves as a link between language lessons and real-world communication.

In teaching speaking, role play refers to the instructional strategy in which students assume specified roles or characters and engage in simulated dialogues or scenarios. It successfully improves students' speaking skills by allowing them to practice and use the target language in a realistic and meaningful situation..

2.4.2 Characteristics of Role Play

The characteristics of role-playing proposed by Littlewood (1981) encompass three main aspects that contribute to the effective implementation of this technique. Let's explore each element in detail:

1. **Imagining Real-Life Situations.** According to Littlewood, learners should be asked to imagine themselves in situations that could occur outside the classroom. The aim is to create a sense of authenticity and relevance, allowing learners to connect the language they are learning with real-world contexts. By envisioning these situations, learners are motivated to engage actively in the role-play activity and apply the language meaningfully.
2. **Adopting Specific Roles.** Once learners have imagined themselves in a particular situation, they are asked to adopt specific roles. Roles can vary widely, ranging from everyday characters (e.g., a customer and a salesperson in a shop) to more complex or specialized roles (e.g., a doctor and a patient in a medical consultation). By assigning roles, learners are given a specific identity and perspective to assume during the role-play, which helps them focus on the language and behaviour associated with that role.
3. **Behaving Authentically.** The final aspect proposed by Littlewood is for learners to behave as if the situation and their assigned roles were real. This statement means that learners are expected to actively engage with the role-play scenario and interact with others in a manner consistent with their roles. By immersing themselves in the role, learners are encouraged to use language and display appropriate behaviour as if they were in a genuine social interaction. This aspect

allows learners to practice the target language more naturally and realistically, promoting fluency and communicative competence.

Role-playing activities provide learners with a holistic language learning experience by incorporating these three aspects. Learners are exposed to authentic contexts and allowed to actively participate, assume different perspectives, and practically apply the target language. Role-playing facilitates the development of communication skills, linguistic accuracy, critical thinking, empathy, and problem-solving abilities, all within a safe and controlled learning environment.

2.4.3 The Procedure of Role Play

Experts define the procedure of role-play in many ways, such as the procedure of role-play promoted by Huang (2008). There are six major steps in the method.

1. Decide on the Teaching Materials. The teacher must decide which teaching materials will be used for role-play activities. The teacher can take teaching materials from textbooks or non-textbook teaching materials such as picture books, storybooks, readers, play scripts, comic strips, movies, cartoons, and pictures. The teacher selects the material ahead of time. The teacher can also create authentic teaching materials for role-play activities. The teaching materials should be decided based on the student's level of interest, teaching objectives, and appropriateness for teaching.
2. Select situations and create dialogues, and then a situation to be role-played should be selected. Every role-play situation should be provided (by the teaching materials or by the teacher) or created by themselves.
3. Teach the Dialogues for Role Plays: the teacher needs to teach the vocabulary, sentences, and dialogues necessary for the role-play situations. The teacher must ensure the students know how to use the language, sentences, and dialogues before doing the role-play activities. Otherwise, the teacher should allow students to ask how to say the words they want.
4. Have students practice the role plays; students can practice in pairs or small groups. After they have played their roles a few times, have them exchange roles. That way, students can play different roles and practice all the lines in the role

play. When students are confident enough to demonstrate or perform in front of the class, the teacher can ask them to do so for their classmates.

5. Asked Students Modify the Situations and Dialogues: once students have finished and become familiar with an original role-play situation, they can modify the conditions and/or dialogues to create a variation of the original role-play.

6. Evaluate and check students' comprehension: the teacher shall evaluate the effectiveness of the role-play activities and check if students have successfully comprehended them.

2.5 The Advantages and Disadvantages of Role Play

1. Advantage

Dorothy (2011) states role play can improve the students' speaking skills in any situation and help them interact. On the other hand, role-playing serves as a flexible technique for enhancing students' speaking skills and promoting interaction among peers. It provides a practical and immersive learning experience, enabling students to practice language in real-life situations. Through role-playing, students develop confidence, empathy, and a deeper understanding of how language is used effectively. Joyce and Weil (2017) explained that through role-playing, students can improve their ability to appreciate themselves and the feelings of others, learn good behaviour, handle difficult situations, and practice their ability to solve problems. Students will feel free to play, improvise, and construct their ideas by applying role play in learning activities. According to Aini et al. (2020), the results of this study indicated that engaging in role-playing activities can elevate students' motivation, enhance their analytical thinking skills, and streamline their resource management. Many students can be more imaginative and engaged in their roles since the teacher allows them to explore their behaviour and competencies.

2. Disadvantage

An experienced teacher and instructor are required for role-playing in the classroom. Students may feel threatened or nervous, but fostering a supportive

environment may reduce these feelings. According to Habibullaevna (2019), one of the biggest challenges of the role-playing technique is getting all students to participate and be truly engaged. The success of role play is determined by students' imaginations and the teacher's capacity to engage them; the students may feel nervous and shy about performing, limiting their involvement. Therefore, teachers should provide support and chances for growth in confidence. Role-playing takes time and is risky. Failure may happen when the group does not comprehend the objectives, but this can be avoided with clear instructions and monitoring. Despite the difficulties, role-playing provides significant learning experiences and provides teachers with adequate supervision and support.

2.7 Theoretical Assumption

There are numerous methods for teaching English as a foreign language. Teachers in Indonesia use various methods to teach English in a language class. Due to the complexity of CLT & Role-Play, teachers may encounter challenges when implementing it with their students, especially when using a language that the students are unfamiliar with. Students are encouraged to utilize the target language as frequently as possible in the Role-Play activities. Compared to not using any method in the learning activities, the Role-Play procedure and directions help the students to produce better when interacting with language targets.

2.8 The Hypothesis

Quantitative research frequently requires the creation of hypotheses. The problem mentioned in the first chapter is the foundation for the hypothesis. The research's proposed hypothesis, which is related to the theoretical premise stated above, is:

Ho: There is no significant influence on students' speaking accuracy after the students were taught using role-playing.

H1: There is a significant influence on students' speaking accuracy after the students were taught using role-playing.

This chapter discusses definition and conception, previous research, grammar, implicit and communicative language education, applying CLT, the advantages and disadvantages of using CLT, theoretical presuppositions, and hypotheses.

III. METHODS

The Research design, research variables, population and sample, research procedure, research instrument, data collection method, validity and reliability of the instrument, data analysis, and hypothesis testing are presented in this chapter. The following topics will be discussed in greater detail.

3.1 Research Design

This research uses a quantitative method and the one-group pre-test and post-test design suggested by Setiyadi (2018). Following is an illustration of the design:

T1 X T2

T1 : Pre-test

X : Role-Play

T2 : Post-test

Six meetings were held to undertake the research. The first meeting begins with the students being asked to complete a pre-test. At that point, it proceeds with treatment for 4 meetings. At the sixth meeting, the students are required to complete the post-test. The learners were instructed in the subject matter using role-playing strategies.

1.2 Variables of Research

Variables are nouns that indicate variation within a class of objects, such as gender, achievement, motivation, behaviour, or environment. (Setiyadi, 2006).

1.2.1 Independent Variable (X)

The researcher considers that the independent variable in this research study is role play as a teaching method for speaking. The application of role-play to students may have an impact on the dependent variable when assessing the effect on their speaking accuracy and study object.

3.2.2 Dependent Variable (Y)

The dependent variable is the quality of students' speaking accuracy performed by the students. Students' speaking accuracy depends on the learning strategy they use before engaging in an activity that leads to learning outcomes.

3.3 Population and Sample

The population of this research is the eleventh-grade students at senior high school state 1 Pringsewu. A class is taken as the sample for the experimental class in this research. The researcher determines the class by using simple probability with a lottery. The researcher's test questions were provided to one class in eleventh grade. Eventually, the researcher chose the subjects from the class of eleventh graders, who ranged in age from 16 to 17 years old.

3.4 Research Procedure

Six meetings were held to conduct the research. A pre-test was given during the first meeting. The role-playing method was applied in the subsequent sessions. In the final meeting, a post-test was conducted, where students were instructed to deliver a speech or tell a story in front of the class using the role-playing procedure.

3.4.1 Pre-Test

Before the researcher gave the treatment, the students were provided with a pre-test question to assess their current level of speaking skills. The researcher conducted a pre-test on May 13, 2024, the students were asked to give an opinion and suggestion related to some topics that the researcher provided.

3.4.2 Treatment

The researcher planned the implementation of learning using a learning model role-playing four meetings from May 14 to May 24 2024. The researcher together with the teacher prepared a plan for implementing the teaching module in accordance with the learning model role playing includes (1) choosing the topic, situation, or problem you want to study; (2) preparing the roles or characters that will be played by students and facilitators; (3) preparing scenarios or stories involving these roles; (4) dividing students into small groups according to the number of roles or characters available; (5) providing an explanation of the rules of the game, objectives and expected results role playing the; (6) preparing materials and supporting materials needed for role playing; (7) becoming a facilitator in activities role playing by allowing students to interact, dialogue and act according to the roles they play; (8) providing guidance, feedback and encouragement to students in the process role playing; (9) reflecting with students regarding the experiences, learning and understanding gained; and (10) evaluating the results role playing and discuss the lesson as a whole. The researcher prepared the learning resources from various sources, including textbooks, learning videos, and material links from Google. Prepared a script for a role play (Role Playing), prepared a test for students' cognitive learning outcomes (speaking accuracy skills), and prepared the equipment for implementing the model role-playing. In this stage, the researcher carried out learning according to the learning plan that had been prepared previously.

The first meeting was held on Tuesday, May 14 2024, with a time allocation of 3x45 minutes. This learning is carried out using model role-playing (role-playing).

The teacher started the lesson by greeting, asking students to read the study prayer, checking student attendance, and organizing the class into several small groups. After that, the teacher conveys the learning objectives of the material to be studied. The teacher invited students to prepare learning resources that were studied to make it easier for students to learn. After the teacher delivers the material to the students, the teacher distributes to each group an example of a role-play script related to the material being studied and then asks them to analyze the example script. Next, the teacher directs students to carry out role-playing activities, which refer to the procedures for implementing the role-playing model (role-playing), which consists of a preparation or instruction stage: the teacher instructs students to become observers, reviewers, and role players. In the role-playing stage, each group of students is asked to create a short dialogue related to the situation and emotions given by the teacher. Then, each group of students was asked to demonstrate the results to the class. The next stage was the reflection and evaluation stage; the students and teacher discussed the material they had studied and evaluated it at the end of the lesson to determine the extent of the students' level of success in English lessons using the role-playing model. After the learning was completed, the researcher then discussed with the partner teacher to evaluate the learning process carried out in class as suggestions and input for improving the education that had been carried out. The findings from partner teacher stated that when carrying out the steps to carry out activities role-playing by allowing students to interact, dialogue, and act according to the roles they play, the researcher becomes more of a facilitator who reinforces each student's role by the initial agreement that has been determined. Apart from that, researchers must also pay attention to the results of reflection at the end of the lesson to provide reinforcement or conclusions on what students have done in the discussion and appreciation for the group or students as encouragement for the next learning process. Unfortunately, at the first meeting, the teacher found several shortcomings in implementing the role-playing method in learning with students. The teacher are considered less than optimal in facilitating activities role-playing in student learning. This statement is based on the researcher's lack of knowledge of the students in the class; apart from that, the lack of appreciation for students

and the lack of teaching media that the teacher use to teach the students are also problems that need to be considered at the next meeting.

The second meeting was held on Friday, May 17 2024, with a time allocation of 3x45 minutes. The researcher carried out the entire series of activities according to the activity design discussed and approved by the partner teacher. Learning begins with the teacher opening the lesson by greeting, asking students to read the study prayer, and checking student attendance. Before starting learning, the teacher asks students several questions through a photo to sharpen the students' background knowledge regarding the material to be studied, then continues with the teacher conveying the learning objectives. The teacher delivered the learning material through PowerPoint presentations and student worksheets. Then, to collaborate between students, the teacher divides the students into several groups containing four people. Next is the role-playing stage; students are asked to develop a dialogue framework with certain situations as a flowchart into a complete dialogue. The results of their discussion were presented in front of the class. The second meeting closed after the teacher and students reflected and evaluated the material at the meeting. Through evaluation of previous meetings and input from partner teacher, learning has become conducive and interactive, and the teaching media used has been increased so that the learning atmosphere does not feel monotonous, but the role of teacher in helping students during discussions still needs to be strengthened.

The third meeting was held on Tuesday, May 21 2024, with a time allocation of 3x45 minutes. The researcher carried out the entire series of activities according to the activity plan discussed with the partner teacher. The third meeting begins with the teacher opening the lesson by saying greetings, asking students to read the study prayer, checking student attendance, and conducting an apperception with the students before starting the lesson. Next, the teacher provided learning material through PowerPoint presentations as a teaching medium. Then, students were asked to analyze the dialogue examples by grouping and describing the sentences. The learning activity continued with the teacher dividing students into

groups of 4 people. Next, in the role-playing stage, the students acted as if they were critics and were asked to comment and give their opinions on several photos the researcher had prepared. The results of their discussion were presented in front of the class. Next, the teacher and students reflect and evaluate the material studied at the meeting. After completing the learning activities, teacher and researcher assessed the role-playing method used in the third meeting. The results of the learning partner teacher's evaluation at the third meeting were conducive and interactive, and students could participate in learning activities using the teacher's role-playing method.

The fourth meeting was held on Friday, May 24 2024, with a time allocation of 3x45 minutes. The researcher carried out the entire series of activities according to the activity plan discussed with the partner teacher. Learning at the fourth meeting begins with the teacher opening the lesson by greeting, asking students to read the study prayer, checking student attendance, and explaining the learning objectives. After that, the teacher will discuss the studied material with the students. After delivering the material, the teacher asked students to analyze and group the dialogue examples through a PowerPoint presentation. Next, the teacher begins to direct students to carry out activities that refer to implementation procedures role-playing, starting by dividing them into groups and giving instructions for the tasks to be done. The teacher gave two picture cards to each group. Next, the teacher asks the students to make a dialogue from two picture cards that have been given. The next stage was the reflection and evaluation stage; students and teacher discussed the material they had studied and evaluated at the end of the lesson to determine the extent of students' success in English lessons using the model (role-playing). After the learning was completed, the researcher then discussed with the partner teacher to evaluate the learning process carried out in class as suggestions and input for improving the learning that had been carried out. The evaluation results of the learning partner teacher are conducive and interactive. The evaluation given by the learning partner teacher with a model role-playing is suitable for English language subjects, which positively impacts the success of students' learning goals. Using a variety of learning media,

providing appreciation to students, and strengthening material at the reflection stage positively influence the teacher as a facilitator of student learning and the students themselves.

However, the teacher provided the students with brief guidance and instructions regarding the subject they must master. To make sure that every student is continuously exposed to the target language. The phases of the role-playing method were developed by providing numerous chances for student-to-student communication, such as pair discussions, picture cards, simulations, and other cooperative activities. Before starting the treatment, we discussed how role-playing works, how to address communication issues, and how to lead a group discussion. The first step in role-playing instruction is to design speaking-based language learning activities. The students must perform in front of the class and group discussions as part of this research's treatment.

The instructor covered a specific topic on the first day of treatment. To increase the students' background knowledge, certain information is provided to the students. Every meeting will repeatedly implement the role-play methods.

3.4.3 Post-Test

The students were provided a post-test question at the last meeting to determine whether their speaking abilities have improved as a result of the treatment. The learning outcome is presented as score data.

By comparing it to the results of the pre-test, the teacher assessed the students' vocabulary and pronunciation performance using questions similar to the pre-test questions.

3.5 Research Instrument

A Likert scale is used as the measurement scale in this research. The Likert scale is a psychometric measure that is frequently employed in surveys and questionnaires for research purposes. Likert can be used in two different ways:

positive questions, which measure positive attitudes, and negative questions. Sugiyono (2019: 234–235) reported that positive questions received scores of 5, 4, 3, 2, and 1, whereas negative questions received scores of 1, 2, 3, 4, and 5. Likert scales are used for rating purposes, and the positive questions include Likert scale responses of excellence, good, average, poor, and very poor.

3.6 Data Collecting Technique

The researcher uses an instrument to determine whether or not the research's goal has been met. Speaking exams were the instrument employed in this study's data collection. The speaking test was delivered to the students as study participants to determine their speaking scores. Additionally, the scores of the students were used to determine where their studying needs improvement. Data is collected before and after the treatment to compare the importance of using the communicative learning teaching technique with the students. The researcher uses an instrument to determine whether or not the research's goal has been met. Speaking exams were the instrument employed in this study's data collection. The speaking test was delivered to the students as study participants to determine their speaking scores. The students' scores were also used to determine where their studying needs improvement. Data is collected before and after the treatment to compare the importance of using the communicative learning teaching technique with the students.

3.6.1 The Scoring Rubric

According to the British Council, there are two aspects of accuracy. They are pronunciation and vocabulary. Accuracy refers to rectifying learners' utilization of the language system, counting their utilization of language structure, pronunciation, and vocabulary. Vigoya in Cendra (2022) suggests that students with good speaking accuracy should pronounce words correctly with appropriate intonation and stress patterns, use language to respond to the stimulus appropriately depending on the context and conform to morphological and

syntactical patterns. When evaluating how well students performed in pronunciation, vocabulary. Five scores were assessed. To determine whether there is an improvement in students' speaking accuracy following the intervention, the researcher examined the students' speaking output when evaluating students' vocabulary and pronunciation scores.

Score	Vocabulary	Pronunciation
5	<p>It uses a range of appropriate words and phrases to talk about everyday situations.</p> <p>< 2 inappropriate phrases and words</p> <p>Able to use 5 words or more (spo + phrases) and able to provide meaningful sentences according to the context</p>	<p>It is mostly intelligible and has some control of phonological features at both utterance and word levels.</p>
4	<p>Uses appropriate vocabulary to talk about everyday situations.</p> <p>There are 2 Inappropriate words/phrases.</p> <p>Able to use 5 words (spo +phrase) and able to provide meaningful sentences according to the context</p>	<p>It is mostly intelligible despite slightly limited control of phonological features</p>
3	<p>Uses a vocabulary of limited, isolated words</p> <p>There are 3 inappropriate words.</p> <p>Able to use 4 words (spo) and able to provide meaningful sentences according to the context</p>	<p>It is mostly intelligible despite limited control of phonological features</p>

2	<p>Uses a vocabulary of isolated words (has no further context.)</p> <p>There are 4 inappropriate words.</p> <p>Missing 1 spot (subject, predicate, object and adverb) causes a meaningless sentence according to the context.</p>	Has limited control over phonological features (sounds and patterns); however, few words are unintelligible.
1	<p>Uses too much inappropriate vocabulary</p> <p>>4 inappropriate words</p> <p>Provide incomplete and meaningless sentence</p>	It has very limited control of phonological features (sounds and patterns) and is often unintelligible.
0	Performance below band 1.	A lot of phonological mistakes

3.7 Validity and Reliability of the Instrument

Validity and reliability are two aspects of this section that will be further examined. Singh in Mohajan, (2017) stated that validity and reliability increase transparency and decrease the opportunity to insert researcher bias in qualitative research. The researcher must always verify the trustworthiness and validity of their research before proceeding. As stated by Setiyadi (2006), the quality of a test can be seen from the quality of the instrument's validity and reliability.

3.7.1 Validity

Heaton in Karimi (2012) defined validity as the extent to which it measures what it is supposed to be measured. According to Setiyadi (2006), In general, the validity of a measuring instrument indicates the extent to which the measuring instrument measures something that must be measured. For instance, assessing reading comprehension skills or something else. The questions "What precisely does the test measure?" and "How well does the test measure?" must constantly be taken into consideration. We may feel pretty secure in thinking that the test is

valid for our purposes if the test is shown to be founded on a sound study of the skills we seek to assess and if there is sufficient evidence that test scores correlate fairly highly with real competence in the skill area being examined. Hatch and Farhady in Santoso (2019) added that there are two basic types of validity: content validity and construct validity. Therefore, the two types of validity below will provide evidence to achieve the validity of the test:

a. Content Validity

Brown in Sarich, (2000), Content validity includes any validity strategies that focus on the content of the test. According to Setiyadi (2006), content validity contains questions for measuring instruments. If a measuring instrument has represented all ideas or domains related to the material to be measured, the measuring instrument has fulfilled aspects of content validity Setiyadi (2006). To find the validity of a research result, researchers must provide questions that can be used to measure a research instrument. Therefore, in this research, researchers need to provide questions as a measuring tool related to speaking accuracy to the research objects. The questions, subjects, and exercises must be relevant to the current syllabus.

b. Construct Validity

Setiyadi (2006) construct validity is needed for measuring instruments that have several indicators in measuring one aspect or construct. The theory highlights the necessity of construct validity when working with instruments that have several indicators. Construct validity confirms that the measurement tool is effectively measuring the relevant construct. It ensures that the indications are not only relevant and useful but also coherent and consistent with the underlying construct. On the other hand, construct validity is crucial because it ensures that the findings of a study or experiment are both valid and relevant. It entails forging a tight link between the theory and the realization and measurements in the investigation.

These criteria are used to determine whether the instrument for assessment has a high or low validity coefficient, which is calculated using the product moment Pearson (Rosidin, 2017). The validity of instrument items for questionnaires on self-regulated learning and theoretical communication ability is determined by calculating the correlation between item scores and the total instrument score using the correlation coefficient formula product moment pearson as follows:

$$r_{count} = \frac{n(\sum XY) - (\sum X)(\sum Y)}{\sqrt{\{n(\sum X^2) - (\sum X)^2\}\{n(\sum Y^2) - (\sum Y)^2\}}}$$

Description:

- r_{count} = Coefisiein between variable X and variable Y
 n = The Number of Students
 $\sum X$ = Number of item scores from variable X test respondents
 $\sum Y$ = Number of item scores from variable Y test respondents

The significance level is 0.05 and $dk = n - 2$, so the criteria obtained are if $r_{count} > r_{table}$, the item is valid, and if $r_{count} < r_{table}$, the item is not valid.

Based on the results of the following analysis, the summary of the results of the analysis of the validity of the test instrument is as follows:

Table 3.2 Results of Test Instrument Validity Test Analysis

Number of Items	r_{count}	r_{table}	description
1	0,777	0,632	Valid
2	0,817	0,632	Valid

Based on the calculations obtained from each item that $r_{count} \geq r_{table}$, it was concluded that the 3 question items created were declared valid. (Results of Construct Validity analysis manually and SPSS are in Appendix 6, page 86).

3.7.2 Reliability

The stability of test results is referred to as reliability. If a test does not measure consistently, it cannot measure anything well. The "reliability" of a test refers to the precision and dependability of its findings: How comparable would the outcome be if we could delete the test from students' memories and then administer it again? Test answers that accurately reflect each student's comprehension of the subject matter will be considered reliable; accordingly, the dependability of items on which students are making guesses essentially at random will be low. The simplest method is to administer the same test to the same individuals again.

In this study, the formula used to calculate the reliability coefficient of the test as follows:

$$K = \left[\frac{Pa - Pe}{1 - Pe} \right]$$

Description :

Pa = Relative observed agreement among raters

Pe = Hypothetical probability of chance agreement

The interpretation of the reliability coefficient value (k) according to Cohen's Kappa is presented in Table 3.2 as follows:

Table 3.2 The Criteria of Reliability

Cohen's Kappa (K)	Interpretation
0	No agreement
0, 10 ≤ k ≤ 0, 20	Slight agreement
0, 21 ≤ k ≤ 0, 40	Fair agreement
0, 41 ≤ k ≤ 0, 60	Moderate agreement
0, 61 ≤ k ≤ 0, 80	Substantial agreement
0, 81 ≤ k ≤ 0, 99	Near perfect agreement
1	Perfect agreement

The instrument used for this study consisted of statement items with low, medium, and high criteria.

Reliability test analysis in this research was done manually and using the SPSS application with a *Cohen's Kappa model*. The results of the test reliability test are $k = 0,278$. Due to the score of $k = 0,278$, it can be concluded that the instrument is reliable *and has a fair agreement*.

(Results of reliability analysis manually and SPSS are in Appendix 6, page 92)

3.7.3 Rater

According to Merriam-Webster Dictionary, a rater rates or a person who estimates or determines a rating. In other words, A rater is a person or group of people who evaluate or analyze particular features, actions, or properties of research subjects. The rater must assign numerical rates or scores to persons based on specific criteria or measurement scales in the research. Experts and experienced people are typically used. In this research, the researchers used one rater, a civil servant teacher with years of teaching experience, who sought to ensure the reliability and validity of the study findings.

3.8 Data Analysis

Data analytics describes the procedure of gathering, arranging, and analyzing very large data sets (also known as "big data") in order to identify various patterns and other significant pieces of knowledge. This chapter describes how the data are analyzed, how the data are used, and why the data are analyzed.

Before testing the hypothesis, prerequisite tests will be carried out first, namely the normality test and homogeneity test. This prerequisite test is carried out to determine whether the sample data comes from population data that is normally distributed and has a homogeneous variance.

1. Normality Test

The normality test is carried out to determine whether the research sample used comes from a population with a normal distribution or vice versa. Normality test analysis in this research uses the SPSS application with a model One-Sample

Kolmogorov Smirnov Test. Output results of the homogeneity test with the model One-Sample Kolmogorov Smirnov Test presented in the following table:

Tests of Normality							
	Perlakuan	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Kompetensi	pretest	.401	25	<,.001	.722	25	<,.001
	posttest	.354	25	<,.001	.785	25	<,.001

a. Lilliefors Significance Correction

Based on the normality test calculation table with the model One-Sample Kolmogorov Smirnov Test obtained by Asymp. Sig. (2-tailed) is 0.001 less than 0.05; thus, it can be concluded that the data is not normally distributed. (The results of the SPSS normality test analysis are in Appendix 8, page 98).

2. Homogeneity Test

The homogeneity of variance test was carried out to determine whether the two groups of data, namely initial score data and final score data following the learning, had homogeneous or non-homogeneous variances. Homogeneity test analysis in this research uses the SPSS application with a model Levene Statistic. The output results of the normality test analysis with SPSS are obtained as follows:

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
score	Based on Mean	2.362	1	48	.131
	Based on Median	1.229	1	48	.273

Tests of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Kompetensi	Based on Mean	2.247	1	48	.140
	Based on Median	.869	1	48	.356
	Based on Median and with adjusted df	.869	1	46.826	.356
	Based on trimmed mean	2.350	1	48	.132

ANOVA

Kompetensi

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	25.920	1	25.920	58.247	<.,001
Within Groups	21.360	48	.445		
Total	47.280	49			

Based on the normality test calculation table with the model Levene Statistic obtained Sig. level to 0.001 less than 0.05; thus, it can be concluded that the two groups of data, initial score data and final score data following the learning, have non-homogeneous variance. (The results of the SPSS homogeneity test analysis are in Appendix 9, page 103).

3.9 Hypothesis Testing

Quantitative research frequently requires the creation of hypotheses. The problem mentioned in the first chapter serves as the fundamental for the hypothesis. Hypothesis testing was carried out to find out whether there was a difference in the increase in students' speaking abilities before and after taking part in learning using the role-playing model. After carrying out the normality test and homogeneity test, to ensure that the data from the two groups come from a population that is normally distributed and has the same variance, a test of equality of two means is carried out using the t-test. The t-test used is the Two-Party t-test/ Paired Sample T-Test with the SPSS application with the criteria of the Sig. (2-tailed) < 0,05-point H0 rejected and H1 accepted.

The research's proposed hypotheses, which are related to the theoretical premise stated above, are:

Ho: There is no significant influence on students' speaking accuracy after being taught by role-playing.

H1: There is a significant influence on students' speaking accuracy after being taught by role-playing.

In this chapter, we have seen explanations of research design, research variables, population and sample, research protocols, research instrument, data collection technique, validity and reliability of the instrument, data analysis, and hypothesis testing.

V. CONCLUSIONS AND SUGGESTIONS

In this chapter, the researcher provides a conclusion and suggestion based on the result data and discussion in the previous chapter.

5.1. Conclusion

The results of the analysis and discussion show that the learning model role playing can improve students' speaking accuracy in class paired. The Samples Test obtained a t-test value of 12.267 with a Sig (2-tailed) significance level of 0.000 or less than 0.05. In conclusion, The role-play method provides direct experience to students by playing certain roles, allowing students to experience real and different events and situations. This method can improve speaking accuracy, including pronunciation, grammar, and vocabulary. According to the results of the data analysis, this learning method can have a helpful impact on students' speaking accuracy through the unique characteristics of this learning method, which other learning methods do not necessarily have.

5.2. Suggestion

There are several suggestions that the author can convey related to this research, namely as follows:

1. For the teacher, the teacher is expected to involve students more in speaking English in every teaching and learning activity at school; this can make it easier for students to get used to it and train students' confidence in speaking English.
2. For the teacher, the teacher is expected to involve students more in learning activities. Besides asking students to listen and do the task, the teacher should ask the students to answer questions, provide suggestions and opinions, provide examples, and solve problems.

3. For the teacher, it is expected that learning model role-play can be applied to English language learning in class XI F SMA because it has been proven to have a big positive influence.
4. For the teacher, it is expected that in further research, the role-play learning model will be combined with more diverse learning methods and tools; role-play is a flexible learning method, and many learning methods and tools can be used in role-play learning activities. The teacher, as a learning facilitator, is the one who can determine it,
5. For the next researcher, it is expected that this research can become a reference for similar research with different learning materials compared to this research.
6. For the next researcher, it is expected that this research will become a reference for further research so that researchers are more mature in preparing the treatment given to students
7. For the next researcher, researchers are expected to pay close attention to the approach taken with students. The role-play method requires strong closeness between the teacher and students so that activities in the classroom can be easily conditioned.

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