

**TEACHING SPEAKING SKILL BY USING *ROLE PLAY STRATEGY*  
TO THE TENTH GRADE STUDENTS OF SMA NEGERI 8  
PALEMBANG**

**THESIS**

**BY:**

**SILFIA ULINUHA SYAADAH**

**NIM.372021008**



**ENGLISH EDUCATION STUDY PROGRAM  
FACULTY OF TEACHING TRAINING AND EDUCATION  
UNIVERSITAS MUHAMMADIYAH PALEMBANG  
2025**

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*STRATEGY* TO THE TENTH GRADE STUDENTS OF SMA  
NEGERI 8 PALEMBANG**

**THESIS**

**Presented to  
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For Degree of Sarjana in English Education**

**By  
Silfia Ulinuha Syaadah  
NIM. 372021008**

**ENGLISH EDUCATION STUDY PROGRAM  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITAS MUHAMMADIYAH PALEMBANG  
2025**

**This thesis is written by Silfia Ulinuha Syaadah has been certified to be examined**

**Palembang, 30 April 2025**

**Advisor 1,**

A handwritten signature in black ink, consisting of stylized, overlapping loops and lines.

**Dr. Tri Rosita Sari, M.Pd.**

**Palembang, 30 April 2025**

A handwritten signature in black ink, featuring a large, prominent 'D' followed by a series of connected, flowing letters.

**Dian Septarini, S.Pd., M.Pd**

This is to certify that sarjana's thesis of Silfia Ulinuha Syaadah has been approved by the board of examiners as the requirement for the sarjana Degree in English Education Study Program, Universitas Muhammadiyah Palembang.



**Dr. Tri Rositasari, M.Pd. (Chairperson)**



**Dian Septarini, S.Pd., M.Pd. (Member)**



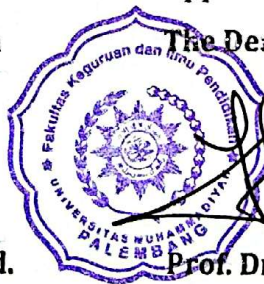
**Asti Gumartifa, S.Pd., M.Pd. (Member)**

**Acknowledge by**  
**The Head of**  
**Education Study Program**



**Asti Gumartifa, S.Pd., M.Pd.**

**Approved by**  
**The Dean of FKIP UMP,**



**Prof. Dr. Indawan Syahri, M.P.**

## SURAT PERNYATAAN KEASLIAN KARYA

**Saya yang bertanda tangan di bawah ini:**

**Nama : Silfia Ulinuha Syaadah**

NIM : 372021008

**Program Study : Pendidikan Bahasa Inggris**

**Telepon/Hp : 085273764364**

**Menyatakan bahwa skripsi berjudul:**

“Teaching Speaking Skill by Using Role Play Strategy to the Tenth Grade Students of SMA Negeri 8 Palembang”, beserta seluruh isinya adalah benar merupakan karya saya sendiri dan saya tidak melakukan penipuan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika keilmuan dalam masyarakat ilmiah.

Atas pernyataan ini, saya siap menerima segala sanksi yang berlaku atau yang di tetapkan. untuk itu, apabila dikemudian hari ternyata pernyataan saya tidak benar atau ada klaim dari pihak lain terhadap keaslian skripsi saya.

Palembang, 28 April 2025

Yang menyatakan,



**Silfia Ulinuha Syaadah**

**NIM. 312021008**

## **MOTTO**

- **“Verily, Allah will not change the condition of a people until they change the condition of themselves.” (QS. Ar Rad: 11)**
- **Never give up on your dreams.**

## **DEDICATION**

**The researcher appreciates to all the persons who have given her support so she finally could finish the thesis. They are:**

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## ABSTRACT

Syaadah, S.U. 2025 *Teaching Speaking Skill by Using Role Play Strategy to the Tenth Grade Students of SMA Negeri 8 Palembang. Thesis, English Education Study Program, Sarjana Degree (S1), Faculty of Teacher Training and Education, Universitas Muhammadiyah Palembang, Advisors: (1) Dr. Tri Rositasari, M.Pd. (2) Dian Septarini, S.Pd., M.Pd.*

**Keywords:** teaching, speaking, role play strategy

The objective of this research was to find out the effectiveness of role play strategy in teaching speaking skill in English class. This research used quasi-experimental method where the way of this method used pretest and posttest group design be conducted. The population of this research was the tenth grade students which were divided into two groups, they were the experimental group and control group, each of them consist of 33 students. The sample selection used random sampling where the researcher chose the class randomly and got class XI and XIII. The data collected through test. It was calculated by using SPSS 25. Based on the finding the students average score of pretest in experimental group was 57.42 and the students average score of posttest in experimental group was 80.15. The result of statistical analysis in experimental group t-obtained should be higher than t-table (3.063). it means that the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_a$ ) was accepted. It can be concluded that using role play strategy was effective in teaching speaking skill to tenth grade students of SMA Negeri 8 Palembang.

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The researcher realized that this thesis is still far from being perfect. Therefore, any constructive comments, suggestions, and criticism are very much welcomed.

Palembang, April 2025  
The Researcher

SUS



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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of Research**

According to Sulaiman, Hartati and Anggaraini (2024, p. 22) The primary method of oral communication that people employ to convey their ideas and emotions is speaking. Speaking is thought to be challenging for English language learners to master. The majority of English language learners struggle with communication in the language.

One of the English language skills that students must acquire is speaking. Producing a voice to communicate ideas, information, and meaning in order to engage with others is a productive skill (Arini and Wahyudin, 2022 p. 57). Speaking in English is not just about the technical ability to form sentences, but also about the ability to actively produce meaningful, clear, engaging and effective communication in sharing information and ideas. It is an essential part of mastering English as it enables students to connect with others, participate in conversations, and express themselves confidently in a variety of contexts.

In a study by Leong & Ahmadi (2017), the importance of speaking is demonstrated by the integration of other language skills. Speaking helps students develop their vocabulary and grammar skills and then improves their writing skills. By speaking students can express emotions, ideas, tell stories, discuss, and demonstrate a variety of other language functions. Speaking is a crucial skill that enhances vocabulary, grammar, and writing, enhancing reading, writing, and comprehension abilities. It reinforces new vocabulary, enables deeper understanding of language functions, and enhances emotional expression, storytelling, and discussion engagement.

Speaking is a verbal language skill for providing and sharing information and building connections, which allows it to be used for both speakers and listeners. English is one of the languages with a need on a global scale for learners at all levels of communication. However, ESL students' speaking skills are constantly seen as complex and difficult, requiring a lot of work to maintain (Phann et al., 2023). Speaking is the process of creating and gaining meaning through the use of verbal and non-verbal symbols, in a diversity of contexts (Houn & Em, 2022).

Speaking is one of the most challenging skills because it requires understanding language. Speaking seems to be the most challenging of the four basic things English language skills because the speaker must immediately come up with sentences. Students discover the challenge of having to construct sentences without mastering the appropriate grammatical structures and skills vocabulary knowledge (Bueno et al., 2006) in (Pertiwi and Aminatun, 2024). Those are the challenge in speaking is to speak directly without mastering grammar and lack of vocabulary.

Over the past three years, the level of English proficiency among Indonesians has decreased. Indonesia is ranked 74th out of 100 countries compared to other ASEAN countries. The EF English Proficiency Index (EF EPI) research report makes this clear. This research is based on data analysis and the results of English language assessments given to 2.3 million participants through the EF Standard English Test (EF SET) online (Dariyanto, 2024)

With these rankings, Indonesia is at a fairly low level of English proficiency. At the Asian level, Indonesia is still far behind neighboring Malaysia, which has an EF EPI ranked 30th at the intermediate proficiency level and Singapore ranked 10th at the high proficiency level.

There are several problems that often arise in learning to speak, including: 1). when the teacher explains the material, they find it difficult to understand because English is not familiar in Indonesia. 2). they feel nervous to speak in front of the class because they are afraid of making mistakes when speaking English. 3). students find it difficult to pronounce words due to their lack of vocabulary and the rarity of listening to anything related to English. 4). the teaching and learning process is less interesting. 5). teachers only teach with books and there is no variety in the teaching and learning process, so students feel bored and uninterested in learning English (Sulaiman, Marliasari & Utami, 2024 p. 33).

Based on the interviews between the researcher and the teacher of English at SMA Negeri 8 Palembang, the researcher obtained information about the problems that arise in the school in speaking learning as follows: 1). lack of interest in learning students. 2). lack of motivation to learn. 3). lack of vocabulary. 4). many students think that learning to speak English is very difficult.

From the problems raised, researcher needs to solve these problems, to make conversational learning fun, interesting teaching techniques are needed. The application of role-play as the right teaching technique in the 21st century that can provoke students to learn, especially in speaking classes can be one of the alternatives. *Role playing* has many advantages, one of which is encouraging people to be willing to speak (Pinatih, 2021).

Based on research conducted by Pinatih (2021), related to the Role Play technique to improve students' speaking skills in the 21st century, the discussion of the research can simply be concluded that the use of the Role Play Strategy is significant. Another study conducted by Doorvina (2021) he used the Role-play Strategy to improve students' speaking skills in class XI IPS 3 SMA Negeri 1

Malinau which showed significant results, but there were still shortcomings, where students had difficulty pronouncing words. In another study conducted by Rakasiwi et al (2024), it was explained that before the application of role play strategies in class many students were still lacking in terms of vocabulary and memorization, but after the application of role play strategies, students' speaking skills experienced a significant increase where the average value of the control class was 67.64 and the experimental class was 71.11. From the results and explanations above, it can be concluded that the application of role play strategies in class XI has improved.

Based on explanation of the problem stated, the researcher conducted the research with the title “Teaching Speaking Skill by *Using Role Play Strategy* to Tenth Grade Students of SMA Negeri 8 Palembang”.

## **B. Formulation of the Problems**

Based on the research background that has been stated, the researcher formulated the research problem as follows: is it effective to use Role Play Strategy in teaching speaking to tenth grade students of SMA Negeri 8 Palembang?

## **C. Objectives of Research**

Based on the formulation of the problem above, the objective of the research is to find out “whether or not it is effective to use *Role Play Strategy* in Teaching Speaking to the Tenth Grade Students of SMA Negeri 8 Palembang”.

## **D. Significance of Research**

The results of this research were expected to be beneficial both theoretically and practically. It could broaden the understanding of the role play strategy and knowledge for the researcher himself. Then the researcher hopes that by knowing the results of this



research, teachers can understand about this strategy. The researcher also hopes that this research can contribute to students, especially how to master speaking by using the Role Play Strategy. Once again by reading this research, readers can understand the meaning of the application of role play strategies in learning to speak. The last the researcher hopes that this research can be a reference for other researchers to complement and support the findings of other studies with the same title.

#### **E. Hypotheses of the Research**

Hypotheses of the research were in form alternative hypothesis ( $H_a$ ) dan null hypothesis ( $H_o$ ).

1.  $H_a$ : It was effective to teach speaking skill by using *role play* strategy to the tenth grade students of SMA Negeri 8 Palembang.
2.  $H_o$ : It was not effective to teach speaking skill by using *role play* strategy to the tenth grade students of SMA Negeri 8 Palembang.

#### **F. Criteria for Testing the Hypotheses**

In this research, to test hypothesis means to accept or reject the hypothesis. The researcher used t-test. If the t-obtained is equal to or higher than t-table, the research hypothesis ( $H_a$ ) can be accepted and the null hypothesis ( $H_o$ ) should be rejected. In other words, if the t-table is higher than t-observed, it means that null hypothesis can be acceptable and the research hypothesis should be rejected.

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