

**THE EFFECTIVENESS OF ROLE PLAY TECHNIQUE TO IMPROVE  
STUDENTS' SPEAKING SKILL AT 11<sup>TH</sup> GRADE ENGLISH  
LITERATURE (MOVING CLASS) OF SMA NEGERI 7  
TANJUNGPINANG**



**THESIS**

Submitted to State Islamic College of Sultan Abdurrahman Kepulauan Riau as a  
Partial Fulfillment of the Requirements for Getting Undergraduate Degree of  
Education (S.Pd)

By:

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2025**



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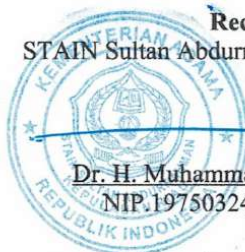
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## ABSTRACT

Ni'matuzzakiah, 211890, The Effectiveness of Role Play Technique to Improve Students' Speaking Skill at 11<sup>th</sup> grade English Literature (Moving Class) of SMA Negeri 7 Tanjungpinang. English Education Department, STAIN Sultan Abdurrahman Kepulauan Riau. 2025 Speaking ability is a communication tool for expressing thoughts, and it is used in daily communication, especially for students who must talk authentically. Unfortunately, speaking in English is still tricky, such as the student of eleventh-grade English literature who struggles to express their intentions in English. The problems appear include the inability to speak English because they do not understand English vocabulary and rarely practice in class. This research aims to discover the effect of role-play techniques in improving the English-speaking ability of eleven-grade English literature students at SMA Negeri 7 Tanjungpinang. This research used a pre-experimental with one group pre-test and post-test design. The instrument in this research was a speaking test. The researcher took the sample by using random sampling, the samples of this research were 11<sup>th</sup> grade English Literature with the total students was 30 students. The data was analyzed by using statistical SPSS version 26. The results of this study showed that the average value of the post-test was higher than the pre-test. Based on the Paired Sample T-test, it is known that the significance level is 0.000. Since the significance level smaller than the significance level of 0.05 ( $0.000 < 0.05$ ) the hypothesis alternative is accepted, and null hypothesis is rejected. It can be concluded that Role Play technique effectively improves students' speaking skill at 11<sup>th</sup> grade English literature of SMA Negeri 7 Tanjungpinang.

**Key words:** Improving, Speaking skill, Role Play technique

## ABSTRAK

Ni'matuzzakiyah, 211890, Efektivitas Teknik Role Play untuk Meningkatkan Keterampilan Berbicara Siswa Kelas 11 Sastra Inggris (Kelas Bergerak) di SMA Negeri 7 Tanjungpinang. Jurusan Tadris Bahasa Inggris, STAIN Sultan Abdurrahman Kepulauan Riau. 2025 Kemampuan berbicara adalah alat komunikasi untuk mengekspresikan pikiran, dan digunakan dalam komunikasi sehari-hari, terutama bagi siswa yang harus berbicara secara otentik. Sayangnya, berbicara dalam bahasa Inggris masih dianggap sulit, seperti siswa sastra Inggris kelas 11 yang masih kesulitan mengekspresikan niat mereka dalam bahasa Inggris. Masalah yang muncul termasuk kurangnya kemampuan mereka untuk berbicara dalam bahasa Inggris karena tidak memahami kosakata bahasa Inggris dan jarang berlatih di kelas. Penelitian ini bertujuan untuk mengetahui pengaruh teknik bermain peran dalam meningkatkan kemampuan berbicara bahasa Inggris siswa kelas 11 jurusan Sastra Inggris di SMA Negeri 7 Tanjungpinang. Penelitian ini menggunakan pendekatan pra-eksperimental dengan satu kelompok pre-test dan post-test. Instrumen dalam penelitian ini adalah tes berbicara. Peneliti mengambil sampel dengan menggunakan teknik pengambilan sampel acak; sampel dari penelitian ini adalah siswa kelas 11 Sastra Inggris, dan total kelasnya adalah 30 siswa. Data dianalisis secara statistik menggunakan SPSS versi 26. Hasil penelitian ini menunjukkan bahwa nilai rata-rata post-test lebih tinggi daripada pre-test. Berdasarkan Paired Sample T-test, diketahui bahwa tingkat signifikansi adalah 0,000. Karena tingkat signifikansi lebih kecil dari tingkat signifikansi 0,05 ( $0,000 < 0,05$ ), hipotesis alternatif diterima, dan hipotesis nol ditolak. Dapat disimpulkan bahwa teknik Role Play secara efektif meningkatkan keterampilan berbicara siswa pada mata pelajaran Sastra Inggris kelas 11 di SMA Negeri 7 Tanjungpinang.

**Kata Kunci:** Bermain Peran, Keterampilan berbicara

## PEDOMAN TRANSLITERASI ARAB – LATIN

Sistem transliterasi yang digunakan dalam skripsi ini mengikuti pedoman Transliterasi Arab-Latin yang merupakan keputusan bersama Menteri Pendidikan dan kebudayaan (Nomor 158 tahun 1987 dan Nomor 0543/U/1987), tanggal 22 Januari 1988. Bagian-bagian pokok dari pedoman tersebut adalah sebagai berikut:

### Konsonan Tunggal

Huruf Arab	Nama	Huruf Latin	Nama
أ	Alif	Tidak dilambangkan	Tidak dilambangkan
ب	Ba	B	Be
ت	Ta	T	Te
ث	Şa	ş	es (dengan titik di atas)
ج	Jim	J	Je
ح	Ĥa	ĥ	ha (dengan titik di bawah)
خ	Kha	Kh	ka dan ha
د	Dal	D	De
ذ	Żal	Ż	Zet (dengan titik di atas)
ر	Ra	R	er
ز	Zai	Z	zet
س	Sin	S	es
ش	Syin	Sy	es dan ye
ص	Şad	ş	es (dengan titik di bawah)

ض	Ḍad	ḍ	de (dengan titik di bawah)
ط	Ṭa	ṭ	te (dengan titik di bawah)
ظ	Za	ẓ	zet (dengan titik di bawah)
ع	`ain	`	koma terbalik (di atas)
غ	Gain	G	ge
ف	Fa	F	ef
ق	Qaf	Q	ki
ك	Kaf	K	ka
ل	Lam	L	el
م	Mim	M	em
ن	Nun	N	en
و	Wau	W	we
ه	Ha	H	ha
ء	Hamzah	‘	apostrof
ي	Ya	Y	ye

**Konsonan Rangkap karena Syaddah ditulis Rangkap**

عدة	Ditulis	‘iddah
-----	---------	--------

## Ta'marbutoh

1. Bila dimatikan ditulis

هبة	Ditulis	<i>Hibah</i>
جزية	Ditulis	<i>Jizyah</i>

(ketentuan ini tidak diperlakukan terhadap kata-kata Arab yang sudah terserap ke dalam Bahasa Indonesia, seperti shalat, zakat, dan sebagainya, kecuali bila dikehendaki lafal aslinya).

Bila diikuti dengan kata sandang “**al**” serta bacaan kedua itu terpisah, maka ditulis dengan h.

كرامة الأولياء	Ditulis	<i>Karamah al-auliya'</i>
----------------	---------	---------------------------

2. Bila ta' marbutah hiduo atau dengan harkat, fathah, kasrah, dan dammahditulis.

زكاة النطر	Ditulis	<i>Zakatul fitri</i>
------------	---------	----------------------

## Vocal Panjang

□	Fathah	Ditulis	A
□	Kasroh	Ditulis	I
□	Dammah	Dirulis	U

## Vokal Panjang

Fathah + alif	Ditulis	A
جاهلية		<i>Jahiliyyah</i>
Fathah + ya' mati	Ditulis	A
يسعى		<i>yas'a</i>
Kasrah + ya' mati	Ditulis	L
كريم		<i>Karim</i>
Dammah + wawu mati	Ditulis	U
فروض		<i>Furud</i>

### Vocal Rangkap

Fathah + ya' mati	Ditulis	Ai
بَيْنَكُمْ		<i>Bainakum</i>
Fathah + ya' mati	Ditulis	Au
قَوْل		<i>Qaulun</i>

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The researcher wishes to express sincere gratitude for the invaluable help, advice, opinions, support, and encouragement received throughout the completion of this thesis. Deep appreciation is extended to:

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3. Dr.Drs. Almahfuz, M.Si as Vice Rector II of State Islamic College of Sultan Abdurrahman Kepulauan Riau.
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9. Mrs. Shinta Khairani S.Pd as the English teacher at SMA Negeri 7 Tanjungpinang who has assisted the writer in carrying out research in the classes being taught.
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The writer realizes that this thesis is still far from perfection. For the sake of further improvement, suggestions and constructive criticism from all parties will be gladly accepted by the writer. Hopefully, this final project can be useful especially for writers and all of us.

Bintan, June 19<sup>th</sup> 2025  
The Writer,

Ni'matuzzakiyah

## MOTTO

“A good final project is a completed final project, so complete your final project well.” (Anies Rasyid Baswedan)

كُنِبَ عَلَيْكُمُ الْقِتَالُ وَهُوَ كُرْهُ لَكُمْ وَعَسَىٰ أَنْ تَكْرَهُوا شَيْئًا وَهُوَ خَيْرٌ لَّكُمْ وَعَسَىٰ أَنْ تُحِبُّوا شَيْئًا  
وَهُوَ شَرٌّ لَّكُمْ وَاللَّهُ يَعْلَمُ وَأَنْتُمْ لَا تَعْلَمُونَ □ (البقرة : ٢١٦)

“Diwajibkan atas kamu berperang, padahal itu tidak menyenangkan bagimu. Tetapi boleh jadi kamu tidak menyenangi sesuatu, padahal itu baik bagimu, dan boleh jadi kamu menyukai sesuatu, padahal itu tidak baik bagimu. Allah mengetahui, sedang kamu tidak mengetahui.” (QS. Al-Baqarah: 216)

## **DEDICATION**

I dedicate this thesis to:

Allah SWT, the Most Gracious and Most Merciful

STAIN Sultan Abdurraman Kepulauan Riau

English Education Study Program, my alma mater

My beloved parents, Ayah Junari and Mami Lathifah

My beloved sister who has raised me in this city, Mbak Nur Aini and her family

My dearest friends, Tazkia, Salfin, Cici, Amy, Dina, and Nurul

My coolest students in English Literature grade 11 2024/2025

And last but not least, my deepest gratitude to myself, who has struggled to  
complete this thesis and persevered this far.

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## CHAPTER I INTRODUCTION

### A. The Background of the Research

Speaking stands out as a productive and crucial skill that often presents significant challenges for EFL (English as a Foreign Language) learners. Speaking involves three key components: the speaker, the listener, and the utterance, with expressions that must be comprehensible to the listener. As Alfiana noted that speaking is a communication procedure involving at least two people that allows them to express their views.<sup>1</sup> Through speaking, people express their information and convey their thoughts. As Harmer suggested in Faridi, speaking is the ability to speak fluently, which presupposes not only a knowledge of language features but also the ability to process information and language on the spot.<sup>2</sup>

This speaking challenge is particularly tricky for EFL learners because it requires a balance between grammatical accuracy and clear communication. This phenomenon is not unique to Indonesian students, as EFL learners worldwide face similar difficulties. Students in Iraqi universities encounter many obstacles in mastering and learning English, lacking several essential ingredients for language learning.<sup>3</sup> Similarly, many studies have shown that Moroccan EFL

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<sup>1</sup> Evelyne Sari Alfiana and Suciana Wijirahayu, "The Relationship of Students' Learning Motivation and Their Speaking Performance," *Scripta : English Department Journal* 11, no. 1 (2024): 68–80.

<sup>2</sup> Siti Kholifah, Mursid Saleh, and Abdurrachman Faridi, "The Effect of Intrinsic Motivation on Students' Improvement of English Speaking Skill ( A Case Study of the Second Grade Students of MA" 11, no. 10 (2021): 228–235.

<sup>3</sup> Shebli Younus Idham et al., "The Effect of Role-Playing Techniques on the Speaking Skills of Students at University," *Theory and Practice in Language Studies* 12, no. 8 (2022): 1622–1629.

students tend to lack fluency in their English speech.<sup>4</sup> These challenges reflect common issues in EFL contexts globally, where limited exposure to authentic language use and cultural understanding often impedes effective communication skills development.

From the Islamic perspective, effective communication is not only pedagogically important but also spiritually significant. Allah SWT said in the Holly Quran surah Al-Isro verse 53:

وَقُلْ لِعِبَادِي يَقُولُوا الَّتِي هِيَ أَحْسَنُ إِنَّ الشَّيْطَانَ يَنْزِعُ بَيْنَهُمْ إِنَّ الشَّيْطَانَ كَانَ لِلْإِنْسَانِ .<sup>5</sup>  
عَدُوًّا مُّبِينًا

Meaning: "*And tell My servants to say that which is best. Indeed, Satan induces [dissension] among them. Indeed Satan is ever, to mankind, a clear enemy.*"

These global challenges are clearly reflected in the local Indonesian context. Research observations at the 11th grade English Literature (Moving Class) of SMA Negeri 7 Tanjungpinang revealed that students experience difficulties in speaking. According to the English teachers, both formative and summative tests showed low scores, with averages of 72.4 and 56.4, respectively, among 45 students. During the researcher's primary observation (PPL) at the school, students demonstrated difficulty expressing themselves in front of the class. Furthermore, observations conducted on November 14, 2024, revealed that students lacked adequate vocabulary knowledge, were reluctant to

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<sup>4</sup> Khalid Lahbib and Hamza Farhane, "The Impact of Role Play on Enhancing EFL Students' Interaction in English," *International Journal of Language and Literary Studies* 5, no. 1 (2023): 28–51.

<sup>5</sup> Kementerian Agama RI, "*Qur'an Asy-Syifaa Hafalan Terjemah dan Tajwid Berwarna Metode TIKRAR*", (Bandung : PT. Sygma Examedia Arkanleema : 2018)

practice both in and outside class and demonstrated fear of making mistakes, resulting in diminished confidence when speaking publicly. Those problems encompassed lack of students speaking skill at 11<sup>th</sup> grade English literature. The problem of students lack confidence and proficiency in speaking English is a pressing issue that needs to be addressed immediately.

SMA Negeri 7 Tanjungpinang has implemented the Merdeka curriculum, which incorporates moving classes as an innovative learning strategy. This progressive educational approach allows students to deepen their understanding of subjects aligned with their interests and talents, preparing them more effectively for higher education.<sup>6</sup> English Literature is one of the specialized moving class options, with learning objectives specifically focused on developing fluid, spontaneous, consistent, and unhindered oral communication skills in narrative, exposition, and discussion contexts.<sup>7</sup> The moving class system represents a differentiated instruction approach that supports specialized learning environments particularly suitable for developing specific language skills.

Students require various innovative techniques to make the learning process more accessible and engaging. Teachers play a vital role by implementing appropriate methods to enhance students' speaking abilities. One particularly effective strategy is the role-play technique, which Stephen, as

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<sup>6</sup> Sabar Aulia Rahman et al., "Efektivitas Implementasi Moving Class Pada Kurikulum Merdeka Di SMA Negeri 4 Bukittinggi," *Didaktika: Jurnal Kependidikan* 13, no. 3 (2024): 2801–2814.

<sup>7</sup> Anindito Aditomo, "Kepala Badan Standar, Kurikulum, Dan Asesmen Pendidikan Kementerian Pendidikan, Kebudayaan, Riset, Dan Teknologi," *Kementerian Pendidikan, Kebudayaan, Riset, Dan Teknologi*, 2022.

cited in Purnamawati, considers among the best activities for encouraging creative English use.<sup>8</sup> Role-play creates a learner-centered environment that promotes active participation and authentic language use in contextually meaningful situations, aligning with contemporary theories of second language acquisition that emphasize the importance of meaningful interaction and authentic communication.

The previous research has demonstrated the effectiveness of role-play techniques in addressing speaking difficulties among EFL learners. Previous research by Pinatih indicated that role-playing significantly helps students develop greater confidence as speakers.<sup>9</sup> Elisabeth Renita Sari and Intan Hamzah observed that character roles in stories enable students to use language more effectively and naturally.<sup>10</sup> Purnamawati's findings revealed that role-playing improves fluency, encourages meaningful peer interaction, boosts intrinsic motivation, and makes learning more enjoyable.<sup>11</sup> Additionally, Sagimin noted that this technique particularly benefits shy students by helping them overcome their natural reluctance to speak in public settings.<sup>12</sup>

Despite the substantial body of research supporting role-play techniques in language learning, a comprehensive review of the literature reveals a significant research gap regarding the effectiveness of role-play techniques,

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<sup>8</sup> Solliyah Purnamawati, Sofian, and Luwandi Suhartono, "The Use of Role Play in Teaching Speaking," *Journal Pendidikan dan Khatulistiwa* 4, no. 9 (2015): 1–14.

<sup>9</sup> I Gusti Ayu Dwi Pradnyandari Pinatih, "Improving Students' Speaking Skill through Role-Play Technique in 21st Century," *Journal of Educational Study* 1, no. 1 (2021): 103–108.

<sup>10</sup> Elisabeth Renita Sari and Intan Hamzah, "The Use of Role Play To Improve Students' Speaking Skill," *JELTL: Journal of English Language Teaching and Learning* 4, no. 1 (2023): 58–63.

<sup>11</sup> Purnamawati, Sofian, and Suhartono, "The Use of Role Play in Teaching Speaking."

<sup>12</sup> Eka Margianti Sagimin, "Teaching Speaking Using Role Play Technique," *Universitas Pamlangan* (2012): 6.

specifically within English Literature classes operating under Indonesia's recently implemented Merdeka curriculum framework. While previous studies have demonstrated the general benefits of role-play techniques in various EFL contexts, no studies were identified that specifically examined their implementation within specialized moving class environments or their effectiveness in the unique context of literature-focused language learning. Furthermore, given the contrast between existing research findings and the current classroom conditions observed at SMA Negeri 7 Tanjungpinang, there exists a compelling need to investigate whether role-play techniques can effectively address the specific speaking challenges faced by students in this particular educational setting.

Therefore, this study aims to examine the effectiveness of role-play techniques in improving speaking skills among eleventh-grade English Literature (Moving Class) students at SMA Negeri 7 Tanjungpinang.

## **B. The Formulation of the Research**

Based on the limitation of the problems stated earlier, the researcher would like to formulate the research into the following formulated research questions:

1. What is the effectiveness of the students' speaking skills before using role-play technique?
2. What is the effectiveness of the students' speaking skills after using role-play technique?

3. Is there any significant improvement before and after using role play technique?

## **C. The Objectives and the Significances of the Research**

### **1. The Objectives of the Research**

In relation to the research questions earlier, the general objective of this study is to determine the effectiveness of role-play technique in improving students' speaking skills.

- a. To find out the students' speaking skills before using role-play technique.
- b. To find out the students' speaking skills after using the role-play technique.
- c. To find out if there is any significant improvement before and after using the role-play technique.

### **2. The Significances of the Research**

This study's findings should be helpful to the researcher, students, and teachers.

- a. This research is expected to help researchers better understand discourse studies, particularly role-playing methods in educational settings.
- b. This research is expected to help students improve their speaking skills by allowing them to practice speaking more often on their own and at school.

- c. This research is expected to be an additional reference for teachers who use a good learning model in the teaching and learning process.

#### **D. The Relevant Research**

The researchers identified several studies that used role-playing to improve students' speaking skills and briefly cited some of the researchers' findings.

1. An article with the title "The Use of Role Play to Improve Students' Speaking Skill". This research aims to use the role-playing strategy to improve speaking abilities. This research applied classroom action research (CAR) methods to data collection. This research was conducted at SMKN 3 Karawang in the Academic years 2017 – 2018. Data was collected through observation and testing with 30 pupils in the sample. The average test score before giving treatment was Cycle I 58.08 and Cycle II 58.06. After being given the role-playing technique, students' speaking scores became better. The result of the student's average score in Cycle I was 83.07, and in Cycle II, it was 77.08. At the end of the research, it can be concluded that Role play can improve students' speaking skills.<sup>13</sup> The research has similarities: it aims to improve students' speaking skills using the role-play method but uses different research methods. This research used classroom action research, or CAR, while the researcher used the quantitative method with a one-group pre-test and post-test design.

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<sup>13</sup> Dela Octavia Ayuningtias, Wulandari, and Yana, "The Use of Role Play to Improve Students' Speaking Skill," *PROJECT (Professional Journal of English Education* 2, no. 3 (2019): 416–420.

2. An article with the title, "Analyzing the Role Play Techniques Improving Students Speaking Competence". The purpose of this research is to analyze role-playing strategies to enhance pupils' speaking abilities. This research applied the Qualitative descriptive method to comprehend student social phenomena fully. Data collection in this study included document analysis, interviews, and observation. This research collected data from 26 MA Plus Al-Mashduqiah, Kraksaan, and Probolinggo students. Researchers use data reduction, data presentation, as well as drawing conclusions and verification. The results of the study concluded that the effectiveness of this method in improving students' general speaking skills was further supported by speaking practice in role-plays with a focus on story understanding.<sup>14</sup> This research has similarities: it aims to improve students' speaking skills using the role-play method but uses different research methodsn this study, qualitative descriptive research was used, while this study used a quantitative method with a one-group pre-test and post-test design.
3. An article with the title, "Improving Students' Speaking Skill through Role Play Technique in 21st Century,". The purpose of this research is to use role-playing as a suitable teaching method in the twenty-first Century, which can encourage students to learn, particularly in speaking classes. The data for this study was gathered through library research and analyzed by qualitative methods. The results of this study indicated that students'

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<sup>14</sup> Moh Iqbal Kholili et al., "Analyzing the Role Play Techniques Improving Students Speaking Competence" 7, no. 2 (2024): 3748–3757.

speaking ability can be improved by incorporating role-playing strategies into the teaching process.<sup>15</sup> This research has similarities: it aims to improve students' speaking skills using the role-play method, but it uses different research methods. In this study, the method used is library research analyzed using qualitative methods. While the current research used is a pre-experimental research design with quantitative methods.

4. An article with the title, "The Use Role Play to Improve Students' Speaking Skills." This research aims to establish whether role play can improve students' speaking skills. The research applied a quantitative method with a pre-test created before the treatment and a post-test created after the treatment. This research was conducted at SDN 1 Campang Raya with a sample of 25 grade 5 primary school students. The first pre-test result shows that the students' minimum score is 60.00, and their maximum score is 80.00, with a mean score of 72.40. After conducting the pre-test, the researcher conducted the post-test, with the result that the minimum score is 65.00 and the maximum score is 85.00, with a mean score of 75.20. This study shows that successful role play improves students' speaking skills.<sup>16</sup> This research has similarities and differences with the research conducted by the researcher. The similarities are the research aims to improve students' speaking skills by using role-play techniques with quantitative

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<sup>15</sup> Pinatih, "Improving Students' Speaking Skill through Role-Play Technique in 21st Century."

<sup>16</sup> Sari and Hamzah, "The Use of Role Play To Improve Students' Speaking Skill."

methods. Meanwhile, the differences are the location of the research and the population of the sample.

5. An article with the title "The Use of Role Play Method to Improve Speaking Skill." The purpose of this study is to explain the role-playing method to improve speaking skills. This research investigation applied the classroom action method, or CAR, by giving pre-tests and post-tests. This research was conducted at eight class grades of the ASYEE (Assyafiiyyah English Excellent) course. The students' speaking score after using the role play method increased by 80%. The score was obtained from the teacher in cycle 1, after using the role play method. The results of the study concluded that role-playing techniques can significantly improve students' problems in speaking skills.<sup>17</sup> This research has similarities: it aims to improve students' speaking skills using the role-play method but uses different research methods. In this study, the method used is the class action method and ends with a post-test. While the research method currently used is pre-experimental research designs.

#### **E. The Systematization of the Discussion**

A thesis of five chapters, subsections, and descriptions that are examined in each section based on the research developed as follows is part of this systematization:

**Chapter I: Introduction.** This chapter described the introduction to the study, encompassing the research background, research questions, objectives,

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<sup>17</sup> Adib Ahmada and Lailatul Munawaroh, "Use of Role Play Method to Improve Speaking Skills," *Darussalam English Journal (DEJ)* 2, no. 1 (2022): 55–82.

significance, a review of relevant research, and an overview of the systematic discussion.

**Chapter II: Review of Literature.** This chapter explores the theoretical framework, presents the nature of speaking, the role-playing technique, communicative language teaching theory, and the context of the participants. Additionally, it outlines the conceptual framework, hypotheses, and operational variables that form the foundation of the research.

**Chapter III: Research Methods.** This chapter outlines the research methodology, as part of research design, population and sample size, data collection procedures, data processing, and data analysis techniques.

**Chapter IV: Analysis and Discussion.** This chapter presents the research findings, including a general description of the location, data presentation, data analysis, and a detailed discussion of the results.

**Chapter V: Conclusion and Suggestion.** This chapter summarizes the research conclusions, provides suggestions, and offers recommendations for future researchers.<sup>18</sup>

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<sup>18</sup> Tim Penyusun, Buku Pedoman, and Penulisan Skripsi, “Buku Pedoman Penulisan Skripsi STAIN Sultan Abdurrahman Kepulauan Riau” (2022): 16.

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