

## ABSTRACT

Maysafitri, Fira Dwi. NIM 126203201075. 2024. *The Effectiveness of The Role Play Techniques on Students' Speaking Skills in Grade Eighth of Mts Syafiiyah Besuk Probolinggo*. Thesis. English Education Department. Faculty of Tarbiyah and Teacher Training. State Islamic University of Sayyid Ali Rahmatullah Tulungagung. Advisor: Dr. Dwi Astuti Wahyu Nurhayati, S.S., M.Pd.

*Keywords: effectiveness, role-play technique, speaking skill*

An effective learning technique really matters in the English language learning process, especially in speaking skills. Speaking class becomes very boring if it is not supported by the appropriate technique. The role-play technique is a very effective learning technique in English lessons, especially in speaking skills. It is a technique that involves students to be active in playing a role in a text. The role-play technique aims to actively involve students in speaking classes by playing a role on a character in a narrative text so as to reduce boredom in class and make students' speaking skills more visible. This research used narrative text that has been learned by students. The formulation of the problem in this study "is there a significant difference between the average scores of students who are taught with role-play techniques and those who are not?". This research was conducted in the eighth grade at MTs Syafiiyah Besuk Probolinggo. The purpose of this study is to determine whether there is a significant difference between students who are taught with role-play techniques and those who are not.

The method used is quantitative with a true experimental research design. The test used is pre-test post-test control group design. Pre-test and post-test are tests used when collecting data. The sampling technique in this study used simple random sampling by dividing the class into control and experiment classes. The pre-test was conducted to both classes with the results of the mean score of the control class which was 35.00 while the experiment class was 32.00. after that the researcher gave treatment to the experiment class for 3 meetings and the final step was to conduct a post-test to both classes. In treatment I, the researcher applied all aspects of speaking such as vocabulary, pronunciation, grammar, fluency and understanding. However, the researcher found weaknesses in the aspects of fluency and understanding so that the researcher conducted treatment II to perfect these weaknesses. After that, treatment III was conducted to perfect all aspects.

The result of this study is that role-play technique was very effective in learning English especially in speaking skill. It is known from the difference in the mean score of the post-test of students who were taught using the role-play technique and those who were not. The control class got a mean score of 38 while in the experiment class it was 81. The results of statistically significant calculations (2-tailed) from the Independent Sample T-Test. Based on the results of the T-test, the significance value was 0.00 which means it was smaller than 0.05. It could be concluded that the role-play technique was very effective on students' speaking ability.

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*Keywords: efektifitas, teknik role-play, kemampuan berbicara*

Teknik pembelajaran yang efektif sangat diperlukan dalam proses pembelajaran bahasa Inggris khususnya pada speaking skill. Kelas speaking akan menjadi sangat membosankan apabila tidak didukung dengan teknik yang tepat. Teknik role-play merupakan teknik pembelajaran yang sangat efektif dalam pelajaran bahasa Inggris khususnya pada speaking skill. Teknik ini merupakan teknik yang melibatkan siswa berperan aktif dalam memainkan sebuah peran dalam suatu teks. Teknik role-play bertujuan untuk melibatkan siswa secara aktif dalam kelas speaking dengan cara memainkan suatu peran pada tokoh dalam suatu teks narrative sehingga mengurangi rasa jenuh saat di kelas dan membuat kemampuan berbicara siswa lebih terlihat. Penelitian ini menggunakan teks narrative yang telah dipelajari oleh siswa. Rumusan masalah dalam penelitian ini yaitu apakah terdapat perbedaan yang signifikan antara nilai rata-rata siswa yang diajar dengan teknik role-play dan yang tidak? Penelitian ini dilakukan pada kelas delapan di MTs Syafiiyah Besuk Probolinggo. Tujuan dari penelitian ini yaitu untuk mengetahui apakah terdapat perbedaan yang signifikan antara siswa yang diajar dengan teknik role-play dengan yang tidak.

Metode yang digunakan yaitu kuantitatif dengan desain penelitian true experimental. Tes yang digunakan yaitu pre-test post-test control group design. Pre-test dan post-test merupakan test yang digunakan saat pengambilan data. Teknik pengambilan sample dalam penelitian ini menggunakan simple random sampling dengan membagi kelas menjadi kelas control dan experiment. Pre-test dilakukan kepada kedua kelas dengan hasil nilai rata-rata kelas control yaitu 35.00 sedangkan kelas experiment yaitu 32.00. setelah itu peneliti memberikan treatment kepada kelas experiment sebanyak 3 kali pertemuan dan langkah terakhir melakukan post-test kepada kedua kelas. Pada treatment I, peneliti menerapkan seluruh aspek speaking seperti vocabulary, pronunciation, grammar, fluency dan understanding. Namun, peneliti menemukan kekurangan berupa aspek fluency dan understanding sehingga peneliti melakukan treatment II untuk memperbaiki kekurangan tersebut. Setelah itu, treatment III dilakukan untuk menyempurnakan seluruh aspek.

Hasil dari penelitian ini yaitu teknik role-play sangat efektif dalam pembelajaran bahasa Inggris khususnya dalam bidang speaking skill. Hal ini dapat dilihat dari perbedaan nilai rata-rata post-test siswa yang diajar menggunakan teknik role-play dan yang tidak. Kelas control mendapatkan nilai rata-rata 38 sedangkan pada kelas experiment senilai 81. Hasil perhitungan yang signifikan secara statistik (2-tailed) dari Independent Sample T-Test. Berdasarkan dari hasil uji T yaitu nilai signifikan senilai 0.00 yang berarti lebih kecil dari 0,05. Hal ini dapat memberi kesimpulan bahwa teknik role-play sangat efektif terhadap kemampuan speaking siswa.