

ABSTRACT

Anhardin, Nabila Kurnia, 2025. *THE IMPLEMENTATION OF ROLE PLAY AS A TEACHING STRATEGY FOR IMPROVING STUDENTS' SPEAKING SKILLS (Pre-Experimental Study in XI-D Grade of SMA Negeri 2 Purbalingga in The Academic Year of 2024/2025).* Supervisor 1: Laxmi Mustika Cakrawati, S.Pd., M.Pd., Supervisor 2: Weksa Pradita Asriyama, S.Pd., M.Pd., Chief External Examiner: Erna Wardani, S.Pd., M.Hum., External Examiner: Mustasyfa Thabib Kariadi, S.Pd., M.Pd., Ministry of Higher Education, Science, and Technology, Jenderal Soedirman University, Faculty of Humanities, English Education Study Program, Purwokerto.

Role play teaching strategy is one of the interactive teaching strategies by playing a character that exists in real life. This study explores how the role play learning strategy in the classroom significantly impacts improving speaking skills, especially in Class XI-D SMAN 2 Purbalingga in the 2024/2024 Academic Year. This study aims to: (1) analyze the implementation of role play, (2) find the effectiveness of role play on students' speaking ability, and (3) understand students' responses after following the role play learning strategy. This study used a pre-experimental design in which 36 students of Class XI-D were selected as samples through purposive sampling. Data was collected using instruments like observation, tests, and questionnaires. This research conducted data analysis technique the descriptive Statistical technique from Ary, Jacobs, Sorensen, and Razavieh (2010). In addition, statistical calculations were carried out using SPSS 25, including pre-tests and post-tests, employing a Likert Scale. To answer the first research question, based on observations, the implementation of role-play runs systematically and effectively according to students' needs. Then, the results of the study that answered the second research question, The results of the study showed that the role play Strategy was quite effective and had a significant impact on students' speaking ability from the five aspects of student speaking assessment, namely (1) accuracy, (2) hesitation, (3) intonation, (4) pronunciation and (5) language flows. In addition, to answer the third research question, namely student responses after participating in role-play strategy learning, the study results also showed positive student responses to implementing the role-play strategy in class. This research shows results that students speaking ability made improvement and role play strategy was implement in a conducive situation based on student's needs.

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

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Strategi mengajar *role play* atau bermain peran merupakan salah satu strategi mengajar yang interaktif dengan memainkan sebuah karakter yang ada di kehidupan nyata. Penelitian ini bertujuan untuk mengeksplorasi seberapa signifikan strategi belajar *role play* dalam kelas memberikan dampak signifikan dalam peningkatan keterampilan berbicara, khususnya di Kelas XI-D SMAN 2 Purbalingga Tahun Ajaran 2024/2025. Penelitian ini bertujuan untuk: (1) menganalisis implementasi *role play*, (2) menemukan keefektifan *role play* terhadap kemampuan berbicara siswa dan (3) memahami respon siswa setelah mengikuti strategi belajar *role play*. Penelitian ini menggunakan desain pre-eksperimental, di mana 36 siswa Kelas XI-D dipilih sebagai sampel melalui purposive sampling. Data dikumpulkan menggunakan instrumen seperti observasi, tes, dan kuesioner. Penelitian ini menggunakan teknik analisis data dengan teknik Statistik deskriptif dari Ary, Jacobs, Sorensen, and Razavieh (2010). Selain itu, perhitungan statistik dilakukan dengan menggunakan SPSS 25, termasuk pre-test dan post-test, menggunakan Skala Likert. Untuk menjawab pertanyaan penelitian pertama, berdasarkan hasil observasi, penerapan *role-play* berjalan secara sistematis dan efektif sesuai dengan kebutuhan siswa. Kemudian, hasil penelitian yang menjawab pertanyaan penelitian kedua, Hasil penelitian menunjukkan bahwa Strategi *role play* cukup efektif dan memberikan dampak yang signifikan terhadap kemampuan berbicara siswa dari lima aspek penilaian berbicara siswa, yaitu: (1) *accuracy*, (2) *hesitation*, (3) *intonation*, (4) *pronunciation*, dan (5) *language flows*. Selain itu, untuk menjawab pertanyaan penelitian ketiga, yaitu respon siswa setelah mengikuti pembelajaran strategi *role play*, hasil penelitian juga menunjukkan respon siswa yang positif terhadap penerapan strategi *role play* di kelas. Hasil dari penelitian ini menunjukkan bahwa keterampilan berbicara siswa mengalami peningkatan serta strategi *role play* dapat terimplementasi secara kondusif berdasarkan kebutuhan siswa

Kata kunci : *role play, keterampilan berbicara, strategi belajar*