

UNDERGRADUATE THESIS
THE EFFECT OF ROLE PLAYING ON STUDENTS' SPEAKING SKILLS
AT SMA NEGERI 3 MAJENE: A PROJECT-BASED LEARNING
APPROACH



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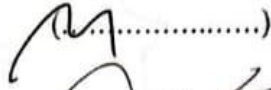




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ABSTRAK

Yunus Dirham: *The Effect of Role Playing on Students' Speaking Skills at SMA Negeri 3 Majene: A Project-Based Learning Approach.* **Skripsi Majene: Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan Universitas Sulawesi Barat, 2025.**

Penelitian ini bertujuan untuk mengetahui Pengaruh penggunaan metode Role Playing berbasis Project-Based Learning dalam meningkatkan keterampilan berbicara siswa kelas XI SMA Negeri 3 Majene serta mengeksplorasi persepsi mereka terhadap penerapan metode tersebut. Penelitian ini menggunakan metode kuantitatif dengan desain quasi-eksperimen. Partisipan berjumlah 30 siswa yang terbagi menjadi dua kelompok, yaitu kelas eksperimen (XI Merdeka 3, 15 siswa) yang diajar menggunakan metode Role Playing berbasis Project-Based Learning, dan kelas kontrol (XI Merdeka 5, 15 siswa) yang diajar menggunakan metode konvensional. Instrumen penelitian meliputi pre-test, post-test, dan angket. Hasil penelitian menunjukkan adanya peningkatan yang signifikan pada nilai keterampilan berbicara siswa kelas eksperimen, dengan rata-rata meningkat dari 33,40 pada pre-test menjadi 75,20 pada post-test. Rata-rata skor N-Gain di kelas eksperimen adalah 0,62 (kategori sedang), sedangkan di kelas kontrol sebesar 0,17 (kategori rendah). Hasil analisis uji Independent Sample T-Test menunjukkan nilai signifikansi $0,000 < 0,05$, yang berarti terdapat perbedaan signifikan antara kedua kelompok. Selain itu, hasil angket menunjukkan bahwa rata-rata skor persepsi siswa mencapai 90%, yang termasuk dalam kategori baik. Temuan ini mengindikasikan bahwa sebagian besar siswa memberikan respon positif terhadap penerapan metode Role Playing berbasis Project-Based Learning, terutama pada indikator penerimaan terhadap metode pembelajaran dan penilaian terhadap efektivitas serta manfaat metode tersebut dalam meningkatkan kemampuan berbicara. Dengan demikian, dapat disimpulkan bahwa metode Role Playing berbasis Project-Based Learning efektif dalam meningkatkan keterampilan berbicara siswa, sekaligus memberikan pengaruh positif terhadap penerimaan dan penilaian siswa dalam pembelajaran bahasa Inggris.

Kata kunci: Keterampilan Berbicara, Role Playing, Project-Based Learning

ABSTRACT

Yunus Dirham: The Effect of Role Playing on Students' Speaking Skills at SMA Negeri 3 Majene: A Project-Based Learning Approach. **Thesis Majene: English Education Study Program, Faculty of Teacher Training and Education, University of Sulawesi barat, 2025.**

This study aims to examine the effect of using the Role-Playing method based on Project-Based Learning (PjBL) on improving the speaking skills of eleventh-grade students at SMA Negeri 3 Majene, as well as to explore their perceptions of the method's implementation. The study employed a quantitative approach with a quasi-experimental design. The participants consisted of 30 students, divided into two groups: the experimental class (XI Merdeka 3, 15 students), which was taught using the Role-Playing method based on Project-Based Learning, and the control class (XI Merdeka 5, 15 students), which was taught using conventional methods. The research instruments included a pre-test, post-test, and questionnaire. The results indicated a significant improvement in the speaking skill scores of students in the experimental class, with the average score increasing from 33.40 in the pre-test to 75.20 in the post-test. The average N-Gain score in the experimental class was 0.62 (medium category), whereas the control class achieved 0.17 (low category). The Independent Sample T-Test analysis showed a significance value of $0.000 < 0.05$, indicating a significant difference between the two groups. Furthermore, the questionnaire results revealed that the students' average perception score reached 90%, which falls into the "good" category. These findings suggest that most students responded positively to the implementation of the Role-Playing method based on Project-Based Learning, particularly regarding the acceptance of the learning method and the evaluation of its effectiveness and benefits in enhancing speaking skills. Therefore, it can be concluded that the Role-Playing method based on Project-Based Learning is effective in improving students' speaking skills while also having a positive impact on students' acceptance and evaluation of English language learning.

Keywords: Speaking Skills, Role Playing, Project-Based Learning

CHAPTER I

INTRODUCTION

A. Background

Speaking English is an important skill that students need to learn in today's globalized world, speaking skills not only play an important role in supporting academic success but also serve as a crucial asset to face future challenges in the workforce. According to Ork et al. (2024), speaking is the active use of language to convey meaning, and for learners, this skill functions as the primary means of recognizing, understanding, using, and mastering a new language. In the classroom context, spoken language is not merely a supplement but serves as the main tool for language acquisition.

In line with this, Taridi et al. (2022) emphasize that speaking skills provide many benefits for students. Through speaking, students can express their ideas, feelings, and opinions more clearly and in a structured manner, enabling them to build effective social and academic interactions. Speaking practice also plays an important role in enhancing self-confidence, reducing anxiety, and encouraging students to participate more actively in class. Moreover, this skill trains students to use various communication strategies, such as asking for clarification, posing questions, and delivering information, which are highly useful in real conversations. Thus, speaking skills not only improve linguistic competence but also foster active participation and more effective social relationships.

Nevertheless, speaking remains one of the most challenging aspects of English learning. According to Jamoom and Bahron (2024), speaking consists of five main components: vocabulary, grammar, pronunciation, fluency, and comprehension. Many students struggle to master these aspects, which hinders their ability to communicate effectively. These challenges are not only linguistic but also psychological, including a lack of confidence, fear of making mistakes, anxiety, and hesitation to express themselves. Such conditions often make students reluctant to engage in class discussions or real-life conversations.

Similar problems are also found at SMA Negeri 3 Majene. Based on preliminary observations, the researcher discovered that the speaking skills of

eleventh-grade students remain relatively low. Many students struggle to convey their ideas, and some are completely unable to speak in English. The main difficulties include fluency, grammar, and comprehension. In addition, students often make grammatical mistakes, struggle to complete English assignments, lack confidence when asked to speak, and fear mispronouncing words. The teacher interviewed added that these issues are also influenced by a weak foundation in English learning from elementary school, the dominant use of mother tongues (Mandar and Indonesian), and low learning motivation.

The researcher suggests applying the role-playing method within a project-based learning framework. This approach is considered effective because it can foster a more engaging, enjoyable, and meaningful learning environment, which in turn helps boost students' confidence, strengthen their grammar skills, enhance comprehension, and develop greater fluency. Several previous studies also support the effectiveness of this method. Putri et al. (2025) state that role-playing allows students to develop imagination and a deeper understanding of the material by portraying living characters or inanimate objects. Furthermore, Fardana et al. (2025) explain that this method can be carried out in pairs or groups depending on the learning context, thus providing more opportunities for students to interact actively. Meanwhile, Wijaya et al. (2025) affirm that the project-based learning approach plays an important role in significantly improving students' performance and speaking skills.

In light of the explanation above, the researcher plans to conduct a study entitled: *The Effect of Role-Playing on Students' Speaking Skills at SMA Negeri 3 Majene: a Project-Based Learning Approach*. Mastery of speaking skills is recognized as a vital ability that students must acquire to achieve effective communication in both academic contexts and daily social interactions. Accordingly, this research is designed to evaluate students' oral communication skills, measure their confidence in speaking English, and determine the effectiveness of the Role-Playing method integrated with Project-Based Learning in improving essential speaking aspects such as fluency, grammar, and comprehension.

In this study, the researcher focuses on enhancing and developing students'

speaking skills through the implementation of the Role-Playing method with a Project-Based Learning approach. The researcher investigated how students responded to the application of this method and to what extent it motivated them to be more confident in speaking English in class. The results of this study were expected to provide positive contributions to English language learning, serve as a reference for teachers in selecting innovative and interactive teaching strategies, and encourage the creation of a more supportive learning environment for students to effectively practice their speaking skills.

B. Problem Identification

Based on the background, the problems identified are:

1. Many students have low speaking ability, particularly in fluency, grammar, and comprehension.
2. Students lack confidence and feel anxious about making mistakes when speaking English.
3. The learning process still uses conventional methods, providing limited opportunities for students to practice speaking actively.

C. Problem Limitation and Formulation

This study focuses on the effect of role-playing on students' speaking skills at SMA Negeri 3 Majene, using a project-based learning approach. This research has several limitations, namely that role-playing with a project-based learning approach is applied specifically in the context of speaking instruction to improve students' speaking skills, including Grammar, Comprehension and fluency. Therefore, the discussion in this study be limited to the focus on improving students' speaking skills.

Based on the background and problem identification related to the title *The Effect of Role-playing on Students' Speaking Skills at SMA Negeri 3 Majene: A Project-Based Learning Approach*, the researcher formulates the following research question:

1. Does role-playing with a project-based learning approach affect the students' speaking skills at SMA Negeri 3 Majene?
2. What are the students' perceptions of the implementation of role-playing with a

Project-Based Learning approach at SMA Negeri 3 Majene?

D. Research Objectives

The objectives of this study are as follows:

1. To determine whether role-playing with a project-based learning approach affects the speaking skills of students at SMA Negeri 3 Majene.
2. To determine the perceptions of students regarding the implementation of role-playing with a project-based learning approach at SMA Negeri 3 Majene.

E. Significances of Study

The findings of this research are anticipated to offer valuable insights and contributions for teachers in developing more effective teaching strategies, as well as support students in enhancing their English-speaking abilities. The advantages of this study can be outlined as follows:

1. For Teachers: This study can serve as a reference for developing innovative teaching methods through project-based role play to improve students' confidence and speaking skills.
2. For Students: It is expected to encourage students to participate more actively in speaking activities and build their confidence in using English inside and outside the classroom.
3. For Future Researchers: The findings may be used as a reference for further studies on the application of role play and project-based learning in English language teaching.
4. For Author: This research is useful for enhancing the author's knowledge, experience, and skills, as well as providing a foundation for future studies in English education.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

1. Learning outcomes

Based on the research conducted on “The Effect of Role Playing on Students’ Speaking Skills at SMA Negeri 3 Majene: A Project-Based Learning Approach”, which was applied in the experimental class with the aim of improving students’ speaking abilities, and by considering all data analyses and discussions presented in the previous chapter, several conclusions can be drawn.

After implementing the Role-Playing method with a Project-Based Learning (PjBL) approach in the experimental class at SMA Negeri 3 Majene, the researcher found a significant improvement in students’ speaking skills. This improvement is reflected in the increase of the average score from 33.40 in the pre-test to 75.20 in the post-test. Further N-Gain analysis confirmed the effectiveness of this method, with the experimental class falling into the medium category (0.62), compared to the control class, which was in the low category (0.17). In addition, the results of the Independent Sample T-Test showed a significance value of $0.000 < 0.05$, indicating that the alternative hypothesis (H_1) was accepted, while the null hypothesis (H_0) was rejected. Therefore, it can be concluded that there is a significant difference in students’ speaking performance between those taught using the Role-Playing method with a PjBL approach and those taught using conventional methods.

2. Students' Perception

Based on the results of the questionnaire, which consisted of 15 statements and was distributed to 15 students of class XI Merdeka 3, it was found that the majority of students gave positive responses to the implementation of the Role-Playing method in learning speaking skills. The questionnaire analysis highlighted two main indicators: acceptance and evaluation. In terms of acceptance, students showed that they felt more confident speaking in front of the class, more motivated to participate actively, and better able to collaborate with their peers in learning situations that resemble real-life contexts. This indicates that the Role-Playing method was well accepted by students and suited their learning needs and

preferences. In terms of evaluation, students perceived that the use of the Role-Playing method was effective in creating an engaging and enjoyable learning environment, allowing them to freely express their ideas and opinions without feeling pressured. The students' perception score reached 90%, categorized as Good, indicating that this method was not only well-liked but also significantly contributed to improving their speaking skills. Based on these findings, it can be concluded that the implementation of the Role-Playing method through a Project-Based Learning (PjBL) approach received positive responses, was effective, and contributed to enhancing students' learning outcomes.

B. Suggestion

Based on the conclusions above, the researcher would like to provide several suggestions related to this research for English teachers, students, and future researchers.

1. English Teacher

English teachers are encouraged to apply the Role-Playing method in the teaching and learning process. This method has been proven effective in improving students' speaking skills, particularly in the aspects of Fluency, Grammar, Comprehension. In addition, role-playing activities can foster students' confidence, train their communication skills, and encourage them to participate more actively in class.

2. Students

Students are expected to make use of the Role-Playing method as a way to enhance their English-speaking ability. Through this activity, they can practice correct pronunciation, use a wider range of vocabulary, and speak more fluently. Moreover, students can also learn to construct sentences with appropriate grammar and improve their comprehension of the conversation's meaning, making communication more effective.

3. Future Researchers

Future researchers are encouraged to expand the study by involving more participants, exploring different educational levels, and extending the research period for better results. Beyond Grammar, fluency, and vocabulary, future assessments should also include grammar and comprehension for a more

holistic evaluation. Using a mixed-methods design is recommended to yield deeper insights into both data and students' learning experiences

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