THE USE OF ROLE PLAY TEACHING METHOD IN TEACHING SPEAKING AT TENTH CLASS STUDENTS

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ABSTRACT

This study aims to evaluate the use of the role play method in teaching speaking skills to tenth-grade students at Satria Mandiri Private Vocational School. This method involves students in role-playing situations that simulate everyday conversations in English. The research findings indicate that students engaged in role play showed a significant improvement in their speaking abilities compared to the control group. This suggests that the use of the role play teaching method can effectively enhance students' speaking skills. The data were analyzed using the Kolmogorov-Smirnov normality test, with a significance value of Sig. > 0.05, indicating a normal distribution of the research data. The homogeneity test results showed a significance value of 0.101 > 0.05, indicating that the data were distributed normally and homogeneously. The paired sample t-test, based on pre-test and post-test data from the experimental group, yielded a two-tailed significance value of 0.005 < 0.05, indicating a significant improvement in students' speaking abilities after implementing the role play method. The average pre-test score for the experimental group was 88, increasing to 91 in the post-test. The experimental group showed a greater improvement compared to the control group, whose average pre-test score was 58, increasing to 60 in the post-test. This suggests that the use of the role play method has an impact on the speaking abilities of tenth-grade students. As a result, the alternative hypothesis (Ha) is accepted, while the null hypothesis (Ho) is rejected, indicating the effectiveness of the role play method in enhancing students' speaking skills. This study contributes significantly to understanding the effectiveness of role play teaching methods in the context of speaking instruction, particularly in vocational high school environments.
*Keywords: Role Play Method, Speaking Skills*

I. INTRODUCTION
1. Background of the Study

Language serves as a vital tool for communication and interaction among humans, comprising words and phrases that facilitate social exchange. While individuals typically acquire their first language, or mother tongue, during early childhood, the evolving global landscape necessitates proficiency in additional languages, particularly English. English stands as a universal language extensively utilized worldwide, playing a pivotal role in various domains, including scientific, technological, economic, and cultural realms. Its significance in education is undeniable, as English proficiency has become increasingly essential for individuals to adapt and thrive in diverse environments and professional settings.

However, mastering English presents challenges, particularly for individuals in non-English speaking countries like Indonesia, where Bahasa Indonesia serves as the national language. English instruction is integral to the curriculum in Indonesian schools and universities, reflecting its global prominence and practical utility in facilitating international communication and collaboration. Proficiency in English encompasses four primary language skills: listening, reading, writing, and speaking, with speaking skills holding particular importance for effective verbal communication and interpersonal interaction.

Despite the recognition of the importance of English proficiency, some tenth-grade students at Satria Mandiri Vocational School encounter difficu particularly in speaking English confidently. Fear of making mistakes and concerns about peer judgment often hinder students' willingness to engage in English conversation, leading to anxiety and diminished self-confidence. Consequently, students may resort to using Bahasa Indonesia during English lessons, particularly those with lower proficiency levels, who face challenges across various language learning aspects, including grammar,
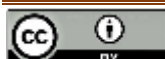
pronunciation, writing, and speaking. particularly in speaking English confidently. Fear of making mistakes and concerns about peer judgment often hinder students' willingness to engage in English conversation, leading to anxiety and diminished self-confidence. Consequently, students may resort to using Bahasa Indonesia during English lessons, particularly those with lower proficiency levels, who face challenges across various language learning aspects, including grammar, pronunciation, writing, and speaking.

2. The problem of the reseach

Based onBased on the background above, the researcher formulated a research question to solve speaking problems, as follows: Does the use of role play techniques improve the English speaking skills of class X students at Satria Mandiri Private Vocational School?

3. The objective of theRresearch

Based on the research problems mentioned above, the aim of this research is to determine the use of role play techniques in improving the English speaking skills of class X students at Satria Mandiri Private Vocational School!

II. LITERATURE REVIEW

2.1 Investigating Speaking Skills

Investigating speaking skills involves examining the factors that hinder students in speaking English and understanding teachers' perspectives on these inhibiting factors (Pratiwi et al., 2020). This process aims to shed light on the challenges faced by language learners and the influences shaping their English speaking abilities.

The term "investigating" originates from "investigation," which refers to the careful examination or research conducted to uncover the truth behind a situation or problem. In the context of exploring speaking skills, investigating entails delving into the perceptions of both students and teachers regarding English as a Foreign Language (EFL) speaking proficiency, as well as identifying the underlying factors influencing students' English learning experiences.

2.1.1 Definition of Speaking

Speaking is a dynamic interpersonal process crucial for effective communication in various formal and informal contexts. It shapes individuals' perceptions and plays a pivotal role in developing networks, personalities, and characters (Hughes, 2010; Putera Jaya et al., 2022). Regarded as the most important skill in acquiring a second or foreign language, speaking is a productive oral skill that requires proficiency in pronunciation, grammar, and vocabulary (Khamkhien, 2010; Supina, 2018).

This complexity often induces anxiety among learners, yet speaking remains integral to language education, serving as evidence of linguistic competence (Woodrow in Burns & Siegel, 2018). Effective communication in English language education hinges on mastering speaking skills, which involve encoding and decoding messages, fluency, complexity, and accuracy (Zyoud, 2016; Burns & Siegel).

2.1.2 Speaking Component

According to Heaton, as cited by Binnedyk (2021), successful speaking comprises three key components: accuracy, fluency, and understanding.

1. Accuracy: This refers to the ability to produce correct pronunciation, independent of any influence from the speaker's native language. Speakers who exhibit high accuracy speak correctly and make minimal mistakes in their speech.
2. Fluency: Fluency entails the ability to speak smoothly and swiftly while maintaining accuracy. Fluent speakers can focus on the meaning of their speech, understanding and recognizing words simultaneously.
3. Understanding: The primary aim of speaking is to convey the speaker's intended meaning to the listener. Understanding encompasses the listener's ability to comprehend, interpret, and retain the speaker's message. Effective speakers continuously monitor their listeners' comprehension to ensure mutual understanding.

In essence, effective speaking involves proficiency in various areas, including pronunciation, grammar, and vocabulary. Language learners must recognize that speaking entails more than just uttering words; it requires delivering messages clearly and comprehensibly. In summary, speaking is the verbal exchange of ideas and information, necessitating clear articulation for effective communication across diverse situations.

Overall, investigating speaking skills involves a systematic exploration of the barriers hindering English language acquisition, with a focus on understanding the perceptions of students and educators, and identifying the essential factors influencing students' proficiency in speaking English as a second language.

2.1.3 Talking Type

According to Brown, as cited in Al-Roud (2016), there are six types of speaking skills:

1. Imitative: This involves repeating certain language sequences to practice pronunciation and grammar, akin to acting as a "human tape recorder."
2. Intensive: Involves speaking activities focused on practicing specific phonological or grammatical aspects of the language, either individually or in pairs.
3. Responsive: Students provide brief responses to questions or comments initiated by the teacher or peers, typically without engaging in extended dialogue.
4. Transactional (Dialogue): Involves conveying or exchanging specific information through conversation, often more structured and goal-oriented.
5. Interpersonal (Dialogue): Aimed at maintaining social relationships through conversation, emphasizing interaction rather than information exchange.
6. Extensive (Monologue): Requires intermediate to advanced students to deliver longer speeches or oral presentations, such as reports or summaries.

These types of speaking activities provide English language learners with opportunities to practice and enhance their speaking skills in various contexts, from structured exchanges to extended monologues.

2.1.4 Speaking Problems

When students engage in speaking activities, especially in English, they often encounter various challenges. Penny Ur, as cited in Al-Roud (2016), outlines several common speaking problems faced by students:

1. Inhibition: Students may feel embarrassed or self-conscious when speaking English, fearing mistakes or criticism from others, leading to reluctance to participate.
2. Lack of Content: Some students struggle to find things to say, feeling they have nothing meaningful to contribute to the conversation.
3. Uneven Participation: In group settings, only a few students may dominate the conversation, leaving others with limited opportunities to speak.

2.1.5 Teaching Speaking

Teaching speaking aims to develop students' communicative efficiency, enabling them to express themselves effectively in various social contexts. According to Nunan, cited by Yuda & Awaliyah (2016), teaching speaking involves helping students:

1. Pronounce English sounds accurately, including stress, intonation, and rhythm.
2. Choose appropriate words and sentences based on the context, audience, and topic.
1. Organize their thoughts logically and coherently.
2. Express values and judgments using language.
3. Speak confidently and fluently, minimizing pauses.

2.2 Accuracy and Fluency in Speaking

2.2.1 Accuracy

Accuracy in speaking refers to the linguistic aspects of language production, such as pronunciation, diction, and grammar, as highlighted by Cendra (2022). Binnedy (2021) further emphasizes that accuracy entails producing correct pronunciation, free from the influence of one's native language sounds. Speakers who demonstrate high accuracy speak without significant errors, reflecting proficiency in the target language.

In essence, accuracy involves speaking or writing without vocabulary, punctuation, grammar, or other errors. Teachers who prioritize accuracy aim to cultivate error-free English language production in their students. This approach acknowledges the importance of addressing grammatical errors to prevent fossilization, where incorrect language forms become ingrained.

2.2.2 Smoothness

According to Chambers quoted by Terzioğlu & Kurt (2022), fluency can be defined as the speed of speaking. However, we must speak fluently because listeners are able to respond to what the speaker says. Apart from that, Harmer in Nurdin (2020) states that fluency is the ability to speak

fluently and accurately. Fluency is also important in speaking orientation so that the communicator understands the idea or message he wants to convey.

2.2.3 Developing Accuracy and Fluency in Speaking Skills

To develop students' accuracy and fluency in speaking skills, teachers need to carry out several strategies which are expected to be useful for students. In a journal written by Roosdianna et al. (2018) and they have conducted research on several teachers who according to them can develop students' accuracy and fluency in speaking skills, namely:

1. Role Play

   Role play is a good choice because there are many advantages related to improving students' accuracy and fluency, for example they will not be embarrassed by speaking in a team and they can memorize and practice many sentences using English in their performance, of course this will make their accuracy and fluency better.

2. Poetry or Song

   Teachers can ask students to read poetry aloud in front of the class one by one. From this activity the teacher will know his performance and correct his pronunciation or intonation directly.

3. game

   Games are an activity that entertains and invites students to play and interact with other people. It is very possible to provide games in teaching speaking in class. Various games can be implemented to improve accuracy and fluency, such as word games.

2.2.4 Role Play Method Facts

Learning methods are an important instrument in the learning process which have theoretical and practical value. Learning methods are also important variables in the learning process that influence learning outcomes. According to Muhaimin 2013: 49, he emphasized that in the process of implementing Islamic religious education, appropriate methods are needed, so that they can achieve the desired educational goals. The definition of the method according to several experts is as follows:

According to Suyono (2012: 19) learning methods are all planning and procedures as well as steps in learning activities including the choice of assessment methods that will be carried out. Learning methods can be considered as an orderly procedure or process, an orderly path or event for carrying out learning. According to Azyumardi Azra (2008: 279) states that in conveying educational material to students it is necessary to determine a method that is based on efforts to view, face and require humans according to the elements of their creation, namely body, mind and soul by directing them to become fully human.

Based on the opinion above, it can be concluded that the learning method is a presentation technique that is mastered by teachers to present lessons in the learning process so that students understand more about knowledge both in theory and practice.

2.2.5 Advantages and Disadvantages of the Role Playing Method

a. Advantages of the Role Playing Method (Role Playing)

1) Involve all students to participate and have the opportunity to improve their ability to work together.
2) Students are free to make decisions and express themselves completely.
3) The game is an easy and usable invention in different situations and times.
4) The teacher can evaluate each student's understanding through observation while playing the game
5) Games are a fun learning experience for children.

2.2.6 Steps for Implementing the Role Playing Method

According to Abdurrahman Mulyono (2012: 48-51) suggests nine stages Role Playing which can be used as a guide in learning is as follows:

a. Warm the atmosphere and motivate students. Warm

   The group atmosphere includes guiding students to learning problems that need to be studied. This can be done by identifying the problem, explaining the problem, interpreting the story and exploring the issues, as well as explaining the roles that will be played. Problems can be raised from students' lives, so that they can feel that the problem is present in front of them and allow for various alternative solutions.

b. Choosing a role in learning. At this stage students and teachers describe various traits or characters.

c. Arranging role stages. At this stage the actors draw up the outline of the scene that will be played. In this case, there is no need for special dialogue because students are required to act and speak spontaneously.

d. Prepare observers. It is best for observers to be carefully prepared and involved in the story that will be played so that all students can also experience and appreciate the role being played and actively discuss it.

Based on the opinion above, the author can conclude that the steps for the Role Playing Technique Method are as follows:

Table 2.1
Role Play steps

No	Teacher Activities	Student Activities
1	Teacher Arranges or prepares scenarios to be shown	Students form 3 groups consisting of 6 people
2.	The teacher provides an explanation of the competencies to be achieved.	Students prepare the scenario that has been explained.
3.	The teacher calls the students who have been designated to act out the scenario that has been prepared.	Students sit with their groups while paying attention, observing the scenario being acted out
4.	The teacher gives each group paper as a worksheet to discuss.	Each group presents its conclusions.

III. RESEARCH METHODS

3.1 Research Design

In scientific research, a researcher usually uses a research approach to obtain data with certain purposes and uses. According to Leal Filho & Kovaleva (2015) in their journal, there are three types of research approaches, namely: quantitative, qualitative and mixed methods approaches. They argue that quantitativeThese methods provide an objective measure of reality, qualitative methods allow researchers to explore and better understand the complexity of a phenomenon, and mixed methods allow researchers to collect or analyze not only numerical data, which is commonly used in quantitative research, but also narrative data. , which is a qualitative research norm for answering research questions set for a particular research study.

In this research, researchers chose a quantitative method approach. In Sugiyono's report (2014:13) quantitative research methods can be interpreted as research methods that have a certain sample. Then, Creswell (2018:206) states in his book that quantitative research focuses on careful measurement of a parsimonious set of variables to answer research questions and hypotheses guided by theory. With these methods, it can be concluded that quantitative research has a certain sample and focuses on a set of variables to answer research questions and hypotheses.

3.1.1 Research sites

Each researcher has his research location and time. The location of the research should be in accordance with the research topic in order to obtain a solution to the research problem. The researcher will conduct his research at Private SMK Satria Mandiri Bandar Tongah.

3.1.2 Research time

The time used by researchers for this research was three months. In the even semester of the 2023/2024 academic year

3.2   Population and Sample

An element that is no less important in conducting research is determining the population and sample.A population is a group of people who have special characteristics, and a sample is a portion of the population. Researchers will explain in detail the theory about populations and samples according to experts below.

3.2.1 Research Population

According to Arikunto (2014:173) the population is the entire research subject. Furthermore, Sugiyono (2020: 126) added his opinion that population is a geographical generalization consisting of:

objects/subjects that have certain qualities and characteristics that are determined by researchers to be studied and then draw conclusions.In short, the population is all research subjects who have characteristics determined by the researcher to study and draw conclusions about a research.

The population of this research is second grade students who are grade X students of the academic year 2022-2023 which is carried out at SMK Swasta Satria Mandiri Bandar Tongah which consists of 2 classes totaling 50.

Table 3.1
Student Population

NO	Class	The number of students
1.	X-1	25
2.	X-2	25
Total		**50**

3.2.2   Sample of Research

The sample is a part of the population. Sugiyono (2020) sample is a portion of the individuals investigated from all research individuals. The sampling technique that the author uses is a saturated sample. This is often done when the population is relatively small. Another term for a saturated sample is a census, that is, all members of the population are sampled. This research was carried out in 2 classes, namely classes X-1 and X-2, totaling 50 students. Class X-1 is the control class, and class X-2 is the experimental class.

3.3   Data and Data Sources in Research

3.3.1   Data in Research

Research data is any information that has been collected, observed, generated, or created to validate original research findings.This research data was taken from the post-test scores of class X students at the Satria Mandiri Private Vocational School in Bandar Tongah.

3.3.2   Data Sources in Research

Data sources in research are subjects whose data can be collected for research purposes Arikunto (2010). The data source in this research is class studentsX Private SMK Satria Mandiri Bandar Tongah and the research sample is 25 students.

3.4   Data Collection Techniques

Data collection is the process of gathering and measuring information regarding variables of interest, in a systematic manner that allows one to answer research questions, test hypotheses, and evaluate results.Data collection is the most important step in any research because the main goal is to obtain data. The data collection technique in this research is by providing research instruments. Research instruments are tools used to collect, measure, and analyze data related to your research interests. These tools are most commonly used in health sciences, social sciences, and education to assess patients, clients, students, teachers, staff, etc. Research instruments may include interviews, tests, surveys, or checklists Adib (2021). The research instrument that will be used is the post-test only.

IV. THE DATA AND DATA ANALYSIS

4.1 Data Analysis of Research

The research results that the researcher obtained in this study were data in the form of numeric or ability test scores for student learning outcomes that the researcher had obtained, namely gradespre-test andpost-test in both groups, namely the experimental group and the control group. Next, the researcher has processed the numerical data or student ability test score data according to the methods and steps that the researcher has determined in the previous chapter.

This research is entitled "THE USE OF ROLE PLAY METHOD IN TEACHING SPEAKING AT TENTH CLASS STUDENT" which was carried out from February to April 2024. The research instrument used was essay test. The test is divided into two, namely,pre-test andpost-test. Pre-test given before the teaching and learning process begins, meanwhilepost-test given after the material has been taught.

The data obtained in this research is the value of student learning outcomes using guse the roleplay method on T learning materialalking about in class X. The results of research conducted on students also used techniquesspeak. The results of this research can be seen from the t scoreex

hearddistributed consists of one question with assessment criteria, namely, the suitability of the introductory structure in the speech text, the completeness of the content structure of the speech, and the accuracy of the closing structure of the speech.

4.1.1   The Data of Pre-test and Post-test Control Class

Control class student learning out comes in pre-test and post-test which is the result of the student's test consisting of pre-test and post-test, the results of this test will later become a reference for success in this research. The following is a presentation of the initial test scores (pre-test) and final test (post-test) students in tabular form.

Table 4.1
Data Scorepre-Test Andpost-Test Control Class In Class X-1 Smk Swasta Satria Mandiri

No	Student Initials	Aspek yang dinilai			Skor	Nilai Pre-Test
		Structure	Vocabulary	Puntuation		
1.	AKD	2.5	1.8	1.9	6.2	62
2.	AP	2.2	1.5	1.7	5.4	54
3.	AYD	2.4	1.7	1.8	5.9	59
4.	BS	2.1	1.6	1.7	5.4	54
5.	BD	2.3	1.9	1.8	6.0	60
6.	CS	2.2	1.8	1.6	5.6	56
7.	CJ	2.5	1.9	2.0	6.4	64
8.	I	2.0	1.4	1.5	49	49
9.	THIS	2.3	1.7	1.9	5.9	59
10.	FNS	2.4	1.9	1.8	6.1	61
11.	GD	2.1	1.6	1.7	5.4	54
12.	GH	2.2	1.8	1.9	6.0	60
13.	HZ	2.3	1.7	1.8	5.8	58
14.	HTD	2.5	1.9	2.0	6.4	64
15.	HK	2.0	1.4	1.6	5.0	50
16.	HS	2.2	1.8	1.7	5.7	57
17.	I	2.4	1.9	2.0	6.3	63
18.	RK	2.1	1.6	1.8	55	55
19.	SD	2.3	1.8	1.9	6.0	60
20.	SS	2.5	2.0	2.0	6.5	65
21.	WS	2.2	1.7	1.6	5.5	55
22.	WD	2.4	1.9	1.8	6.1	61
23.	FOR	2.3	1.8	1.9	6.0	60
24.	ZD	2.5	1.9	2.0	6.4	64
25.	ZS	2.2	1.6	1.7	5.5	55

Source: Research Data

Based on table pre-test Above the learning process in the control class is by using the lecture method. The data collection technique was carried out by giving an essay test. It can be seen in the table above that the highest score obtained was 64, the lowest was 49. After the pre-test table above, here is the post-test table for the control class.

Table 4.2
Data Score Pre-Test And Post-Test Control Class In Class X-1 Smk Swasta Satria Mandiri

No	Student Initials	Aspek yang dinilai			Skor	Nilai Post-Test
		Structure	Vocabulary	Puntuation		
1.	AKD	3	2	3	8	80
2.	AP	2	1	2	5	50
3.	AYD	1	2	1	4	40
4.	BS	1	1	2	4	40
5.	BD	3	2	3	8	80
6.	CS	2	3	1	6	60
7.	CJ	1	1	2	4	40
8.	I	2	1	1	4	40
9.	THIS	3	2	1	6	60
10.	FNS	1	3	3	7	70
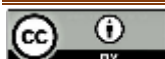
11.	GD	3	1	2	5	50
12.	GH	2	2	3	7	70
13.	HZ	1	2	2	5	50
14.	HTD	4	1	1	6	60
15.	HK	2	3	2	7	70
16.	HS	3	1	3	7	70
17.	I	1	2	1	4	40
18.	RK	3	2	2	7	70
19.	SD	2	3	3	8	80
20.	SS	1	1	2	4	40
21.	WS	4	2	1	7	70
22.	WD	2	3	2	7	70
23.	FOR	3	1	3	4	70
24.	ZD	1	2	1	4	40
25.	ZS	4	3	2	9	90

Source: Research Data

Based on table pre-test Above the learning process in the control class is by using the lecture method. The data collection technique was carried out by giving an essay test. It can be seen in the table above that the highest score obtained was 64, the lowest was 49

4.1.2 The Data Pre-test and Post-test Experimental Class

After doing pre-test and post-test In the control class, the researcher then carried out pre-test and post-test in the experimental class. The test consists of one question with predetermined criteria. The following is a table of student score data in the experimental class.

Table 4.3

Results Pre-Test Experiment Class In Class X-2 Satria Mandiri Private Vocational School

No	Student Initials	Aspek yang dinilai			Skor	Nilai Pre-Test
		Structure	Vocabulary	Puntuation		
1.	AKD	3.7	2.9	2.6	9.1	91
2.	AP	3.6	2.8	2.5	8.9	89
3.	AYD	3.7	3.0	2.7	9.1	91
4.	BS	3.5	2.7	2.4	8.7	87
5.	BD	3.6	3.0	2.6	9.2	92
6.	CS	3.4	2.9	2.4	8.7	87
7.	CJ	3.8	3.1	2.8	9.4	94
8.	I	3.1	2.5	2.2	7.8	78
9.	THIS	3.6	2.9	2.6	8.7	87
10.	FNS	3.7	3.0	2.7	9.1	91
11.	GD	3.5	2.7	2.4	8.7	87
12.	GH	3.6	3.2	2.8	9.2	92
13.	HZ	3.6	2.8	2.5	8.9	89
14.	HTD	3.8	3.1	2.8	9.4	94
15.	HK	3.1	2.4	2.4	7.9	79
16.	HS	3.6	2.9	2.6	8.9	89
17.	I	3.7	3.0	2.7	9.1	91
18.	RK	3.0	2.4	2.4	8.2	82
19.	SD	3.6	2.8	2.5	8.9	89
20.	SS	3.9	3.2	2.9	9.5	95
21.	WS	3.5	2.6	2.3	8.4	84
22.	WD	3.7	3.0	2.6	9.1	91
23.	FOR	3.6	2.9	2.7	9.0	90
24.	ZD	3.8	3.1	2.8	9.4	94
25.	ZS	3.5	2.6	2.5	8.6	86

Source: Research Data

Based on table pre-test and post-test above the learning process in the experimental class, namely by using methods role play. The data collection technique was carried out by giving an essay test. Can be seen at the table above the highest score obtained is 88 and the lowest is 60.
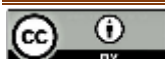
4.1.3 Data Homogeneity test results

The homogeneity test value in this research was obtained using a testHomogeneity of Variance. The basis for decision making in the homogeneity test is:

1. If the sig value.Based on Mean> 0.05, it can be concluded that the data variance is said to be homogeneous or the same.
2. If the sig value.Based on Mean< 0.05, it can be concluded that the data variance is said to be inhomogeneous or unequal.

For greater clarity, the results of the homogeneity test for the two sample groups from the SPSS program calculation results can be seen in the following table:

Table 4.4
Homogeneity Test Of Experimental Groups And Control Groups

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Student learning autcomes	Based on Mean	41.568	1	48	.101
	Based on Median	41.621	1	48	.303
	Based on Median and with adjusted df	41.621	1	29.085	.303
	Based on trimmed mean	43.969	1	48	.101

(data source: processed by SPSS version 25 for Windows)

Based on the calculation results in the homogeneity test output table, data was obtained that the significance value was the average (Based on Mean) of the datapre-test andpost-test of 0.101 provided that the significance level or probability value is more than 0.05, it can be said that the samples have the same variance. So, with the results of these significance values, it can be concluded that the samples in the experimental class and control class have the same or homogeneous variance.

Paired Sample Test Results

Paired sample test is used to find out whether there is a difference in the average of two paired samples. The requirements for the pairedsample t test are that the data is normally distributed. The paired sample t test in this research was used to answer the problem formulation.

What is meant by paired samples is that we use the same sample, but the test is carried out on the sample twice at different times or at certain time intervals. Testing was carried out using a significant 0.05 (α=5%) between the independent variable and the dependent variable. The basis for making a decision to accept or reject Ho in this test is as follows.

1. If the sig value. (2-tailed) < 0.05, it can be concluded that there is a difference in the average value and there is an influence of variablesindependentthere are variablesit depends(Ha accepted or Ho rejected).
2. If the sig value. (2-tailed) > 0.05, it can be concluded that there is no difference in the average value and there is no influence of the variables independent there are variablesit depends (Ha is rejected or Ho is accepted).

For more details, the results of the paired sample t-test for the experimental group and the control group from the SPSS program calculation results can be seen from the following table:

Table 4.5
Test Sample Test Results For Experimental Group And Control Group

Paired Samples Test									
		Paired Differences							
					95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	df	
Pair 1	Pre-test eksperimen - Pre-test eksperimen	2.800	2.000	.400	3.626	-1.974	7.000	24	.000
Pair 2	Pre-test Kontrol - Post-Test Kontrol	1.640	16.753	3.351	8.555	5.275	.489	24	.629

(data source: processed by SPSS version 25 for Windows)

Based on the Paired Simple Test, it can be concluded as follows:

1. Based onEqual variances assumed , the sig value is obtained. (2-tailed) of 0.000 < 0.05. So it can be concluded that there is a difference in the average value of the data resultspre-test experimental class andpost-test experimental class (role play method)

2. Based onEqual variances not assumed , obtained sig value. (2-tailed) of 0.000>0.05. So it can be concluded that there is a difference in the average value of the data results pre-test control class and post-test control class (conventional or lecture)

3. Judging from the data results pre-test and post-test experimental group with sig value. (2-tailed) of 0.000 < 0.05, it can be interpreted that there is a significant influence between the variables independent (use of the role play method) on variablesit depends (there are variables depend speaking teaching)

With this, Ha was accepted while Ho was rejected, which means that there was a significant increase in speaking for class X students before and after implementing the role play method.To see more clearly the average value of the results pre-test and post-test in the experimental group and control group can be seen in the following table:

Table 4.6

Average Value (Mean) Resultspre-Test Andpost-Test Experimental Group And Control Group

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test eksperimen	88.76	25	4.419	.884
	Post-test eksperimen	91.56	25	4.174	.835
Pair 2	Pre-test Kontrol	58.36	25	4.358	.872
	Post-Test Kontroll	60.00	25	1.811	3.162

(data source: processed by SPSS version 25 for Windows)

From the provided statistics, we can observe the difference between the mean pre-test and post-test scores for both the experimental and control groups.

a. For the experimental group, the mean pre-test score is 88.76 and the post-test score is 91.56.

b. For the control group, the mean pre-test score is 58.36 and the post-test score is 60.00.

4.2 Findings and Discussion of research

The results of this research show that there are differences in the learning abilities of students who use the role play method and students who use conventional methods. The differences in abilities found in students in understanding the material in talking about self learning using the role play method are better in terms of understanding and learning outcomes, when compared to students who still use conventional methods.

It can be seen in the homogeneity test table that it shows that the variations in the distribution of the data are varied, the data obtained shows that the significance value is on average (Based on Mean) data pre-test andpost-test amounting to 0.102> 0.05, this shows that the data is homogeneous. In answering the first hypothesis, is there a significant increase in tenth grade students' speaking abilities before and after implementing the role play method in teaching. So the author concludes that the t-calculated value for the experimental class is8.237with probability (Sig.) 0.000. The following are the provisions for decision making which are based on several provisions:

Decision criteria:

1. Ha can be accepted if the probability value (Sig.) < 0.05

2. Ho is rejected if the probability value (Sig.) is >0.05

Based on the previous data analysis that has been discussed, it is known that the t-count value for the experimental class is 7.000 with a probability (Sig.) of 0.000, with this data it can be concluded that Ha is accepted while Ho is rejected, meaning that there is a significant difference in the average value of the learning media using the role play method. It can be seen from the previous data analysis that there is an average value in the class post-test The experiment obtained a score of 91 and in class post-test control obtained a value of 60

So it can be concluded that there are differences in the results of students' speech text writing abilities after using the role play method when compared with conventional methods. From the results
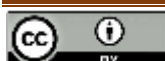
of data analysis, it can be seen that students have a positive attitude towards learning using the role play method. The use of role play can also reduce students' level of boredom in learning.

Students become more active in participating in the learning process when compared to conventional methods. Learning using the role play method has the advantage that the learning process is not centered on the teacher, but students are required to remain active in learning. By using the role play method, students can be more active in learning and stimulate students to come up with creative ideas for each problem given to students.

V. CONCLUSIONS AND SUGESTION
5.1 Conclusion

Based on the results of the research and the results of the discussion on the speaking abilities of class X students at the Satria Mandiri Private Vocational School, the following conclusions were obtained:

1. Normality test results for all data pre-test and post-test experimental group and control group, with Kolmogrov-Smirnov the sig value was obtained. > 0.05, it is concluded that the data is normally distributed.
2. The homogeneity test results obtained a sig value.based on Mean equal to, 0.101> 0.05 so it can be concluded that the data variance in post-test experimental group and post-test The control group is said to be homogeneous or the same.
3. Hypothesis testing is carried out using a paired simple test seen from the sig value. (2-tailed) of 0.000<0.05, it can be concluded that there is a significant influence between the independent variable and the dependent variable. So Ha was accepted, which means there was a significant increase in the speaking ability of tenth grade students before and after applying the role play method in teaching while Ho was rejected as true. Based on the output value table mean, the control class obtained the average value post-test. In the experimental class, the average value was obtained pre-test amounting 91and post-test amounting to 60
4. The implementation of speaking learning using the role play method X Satria Mandiri Private Vocational School has increased. Most students think that using the role play method makes it easier for students to follow the lesson.

5.2 Suggestions

Based on the conclusions, the author puts forward suggestions that can be taken into consideration. These suggestions include the following:

1. English language teachers should use the role play method. The role play method has been proven to improve students' speaking. Apart from that, the role play method can make the learning process more interesting and fun.
2. Students should use the role play method as a method for learning. The role play method can be used as a learning method for talking about because it has the advantage of being able to increase knowledge of the playing method, providing a fun experience for students.
3. Enhancing Speaking Skills: Implementing role play teaching methods in English language learning to enhance students' speaking proficiency and confidence.
4. Interactive Learning Experiences: Encouraging the integration of role play activities to create interactive and engaging learning experiences for students in English speaking classes.
5. Real-life Communication Practice: Suggesting the use of role play as a tool for providing students with opportunities to practice real-life communication scenarios in English.
6. Promoting Language Fluency: Advocating for the incorporation of role play techniques in English speaking classes to promote language fluency and spontaneity among students.
7. Integrating Speaking Activities: Recommending the integration of role play exercises into the English language curriculum to provide students with more practical and communicative speaking practice.

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