

**IMPROVING STUDENTS INTERACTION IN SPEAKING ACTIVITIES
THROUGH ROLE PLAY TECHNIQUE AT TENTH GRADE A
SMAS NUSANTARA INDAH SINTANG**

THESIS

Submitted as a Partial Fulfillment of the Requirement for the Attainment of
Sarjana Pendidikan degree in English Language Education Study Program



WRITTEN BY

VERONICA ANGELIA
STUDENT ID 210507167

**STKIP PERSADA KHATULISTIWA
ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
SINTANG**

2025

APPROVAL SHEET

Name : Veronica Angelia
Student ID : 210507167
Study Program : English Language Education
Title : Improving Students Interaction In Speaking Activities
Through Role Play Technique At Tenth Grade A SMAS
Nusantara Indah Sintang

This thesis has been approved by the advisors and has fulfilled the requirements to be submitted to the thesis committee session.

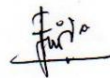
Advisor I



Ilinawati, M.Pd
NIDN. 1120118301

Sintang June, 2025

Advisor II



Ferdinanda Itu Meo, M.Pd
NIDN. 1131129102

Approved by:
The Dean of STKIP Persada Khatulistiwa



Didin Syafruddin, SP., M. Si
NIDN. 1102066603

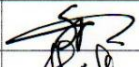



RATIFICATION SHEET

Thesis Entitled "Improving Students Interaction In Speaking Activities Through Role Play Technique At Tenth Grade A SMAS Nusantara Indah Sintang"
Written by:

Name : Veronica Angelia
Student ID : 210507167
Study Program : English Language Education

Defended before the Board of Examiners on June 20th, 2025 and declared acceptable.

Board of Examiners

No	Name	Occupation	Sign
1	Sijono, M.Pd	Chairman	
2	Ilinawati, M.Pd	Secretary	
3	Henry Elisa, M.Pd	Member 1	
4	Ferdinanda Itu Meo, M.Pd	Member 2	

Acknowledged by:
The Dean of STKIP Persada Khatulistiwa



Didin Syafrudin, SP., M. Si
NIDN. 1402066603

STATEMENT OF WORKS' ORIGINALITY

Except where references is made in the text of the thesis, this thesis contains no material publisher elsewhere or extracted in whole or in part from thesis or any other degree diploma.

No other person's work has been used without due acknowledgement in the main text in the thesis.

This thesis has not been submitted for the award of any degree of diploma in any other tertiary institution.

All research procedures reported in this thesis were approved by the researcher's advisors and did not break any faculty or university research ethics.

Sintang, June 2025



Veronica Angelia

MOTTO

"Whatever you do, work at it with all your heart, as working for the Lord and not for men."

(Colossians 3:23)

“Failure is normal, what's important is to rise and try again”

(Veronica Angelia)

I dedicate this thesis to my beloved parents, my dear sister, my supportive husband, and my precious daughter each of whom holds a special place in my heart and has played an irreplaceable role in shaping who I am today.

To my parents, thank you for your unconditional love, endless prayers, and unwavering support. Your sacrifices, guidance, and encouragement have been the foundation upon which I built this journey. You taught me the value of hard work, perseverance, and humility. Without your love and patience, none of this would have been possible.

To my sister, thank you for always being there for me not just as family, but as a friend, confidante, and source of strength. Your support, understanding, and belief in me have lifted me in ways you may not even realize. In moments of doubt, your words reminded me to keep going.

To my husband, I am deeply grateful for your love, patience, and unyielding support throughout this academic endeavor. You stood by me through the stress and the sleepless nights, offering calm when I felt overwhelmed and encouragement when I felt uncertain. Your presence has been a constant source of comfort and resilience.

To my daughter, you are the light of my life and my greatest inspiration. Though you may be too young to understand this moment, I hope that one day you will

read this and know that every challenge I faced and every success I achieved was with you in my heart. You give me purpose and the motivation to be the best version of myself.

With deepest gratitude and all my love, I dedicate this thesis to my parents, sister, husband, and daughter. This accomplishment is not mine alone it is a reflection of your love, sacrifices, and constant belief in me. I carry your strength with me always.

ABSTRACT

Veronica Angelia. 2025. *Improving Students Interaction In Speaking Activities Through Role Play Technique At Tenth Grade A SMAS Nusantara Indah Sintang*. Thesis, English Language Education Study Program of STKIP Persada Khatulistiwa. Advisor I: Ilinawati, M.Pd. Advisor II: Ferdinanda Itu Meo, M.Pd.

Keywords: car, role play, speaking activities, teaching speaking

This research was conducted to address the challenges faced by the tenth grade A students at SMAS Nusantara Indah Sintang, particularly regarding low participation and limited speaking skills in English. The purpose of this study was to improve both aspects through the implementation of the role play technique. The objectives of this research were: (1) To explain how well role play technique work to improve student participation (2) To find out the improve of student speaking performance. The study involved 21 students (16 females and 5 males) and employed a classroom action research design, which was carried out in two cycles. Each cycle consisted of four stages: planning, action, observation, and reflection. Data collection techniques included observation, interviews, speaking tests, and documentation, using both qualitative and quantitative approaches. The instruments used were observation checklists, field notes, interview guidelines, test scores, and video recordings. In Cycle I, the students' average speaking score was 65.99 and their level of interaction reached 53%. After applying improvements in Cycle II, the average speaking score improve to 84.31 and student interaction reached 76.7%. These findings indicate that the approach was effective in creating a more communicative, enjoyable, and interactive learning environment. Through speaking practice in contexts that resemble real-life situations, students became more confident, active, and capable of using English more naturally in daily communication. Therefore, role play can be considered an effective instructional strategy to improve students' speaking performance and interaction in English learning at the senior high school level.

ACKNOWLEDGEMENT

A great thank to Jesus Christ for His presence and blessing the researcher is still given health to this day. The researcher were able to complete a thesis proposal entitled “Improving Students Interaction In Speaking Through Role Play Technique At Tenth Grade A SMAS Nusantara Indah Sintang”. During the writing of this thesis proposal, the researcher realized that the researcher received a lot of help, advice, and counsel. Without advice, counsel, and assistance from various parties, this thesis proposal would never have existed. Therefore, the researcher would also like to express her sincere appreciation and gratitude to the following parties :

1. STKIP Persada Khatulistiwa Sintang, for being the foundation of my academic journey and providing a nurturing environment to grow, learn, and develop my abilities. The support from the institution has been instrumental in completing this thesis and achieving my academic goals.
2. The Chair of English Language Education Study Program Sijono, M.Pd., and all of lecturers of English Language Education Study Program Yokie Prasetya Dharma, M.Pd.BI., Henry Elisa, M.Pd., and Tuti, M.Pd. Who have imparted knowledge, experience, and inspiration throughout my studies.

3. Ilinawati, M.Pd., as the first advisor, for her guidance, feedback, and patience during the thesis writing process and Ferdinanda Itu Meo, M.Pd., as the second advisor, for her support, motivation, and invaluable insights that contributed greatly to the completion of this thesis.
4. My beloved parents, Kristoforus Budi and Yohana Ilisiana Denah, who have been pillars of strength with their love, prayers, and unwavering support. Their prayers are the light that illuminates this life journey.
5. Klara Niuntri, S.Pd., as the Principal of SMA Nusantara Indah Sintang, for granting permission to conduct research at the school and for her guidance and support during this process.
6. Agustina Fridalia Bayu, S.Pd., a partner colleague who has provided help, support, and collaboration during the research process.
7. All friends and peers who have continuously offered encouragement, prayers, and motivation, which have been invaluable in overcoming challenges during this journey.

The researcher recognizes that this thesis is far from perfect. Therefore, constructive criticism and suggestions are welcomed to improve future work. May this thesis provide benefits and contribute positively to education, particularly in improve students' speaking .

Sintang, June 2025

The Writer

Veronica Angelia

TABLE OF CONTENT

TITLE/COVER.....	i
APPROVAL SHEET.....	ii
RATIFICATION SHEET	iii
STATEMENTS OF WORKS ORIGINALITY	iv
MOTTO	v
ABSTRACT	vi
ACKNOWLEDGEMENT	vii
TABLE OF CONTENT.....	x
LIST OF TABLE	xii
LIST OF PICTURE	xiii
LIST OF CHART	xiv
LIST OF APPENDICES	xv
CHAPTER I INTRODUCTION.....	1
A. Research Background.....	1
B. Research Questions.....	8
C. Research Purpose.....	8
D. Research Significances	8
E. Limitation of research	11
F. Terminology	11
CHAPTER II LITERATURE REVIEW.....	13

A. Nature of Speaking	13
B. Role Play Technique	31
C. Related Studies	31
CHAPTER III RESEARCH METHODOLOGY	34
A. Research Design	34
B. The Subject of This Study	39
C. Data Collection Technique and Instrumentation	39
D. Data Analysis	49
CHAPTER IV FINDING AND DISCUSSION	54
A. Finding	54
B. Discussion	86
CHAPTER V CONCLUSION AND SUGGESTIONS	91
A. Conclusion	91
B. Suggestions	92
REFERENCES	93
APPENDICES	95

LIST OF TABLE

Table 3.1 Scoring Rubric of Speaking Ability	47
Table 3.2 Level of Student Speaking Ability	49
Table 3.3. Criteria Of Success.....	52

LIST OF FIGURES

Figure 3.1 CAR Model.....	35
---------------------------	----

LIST OF CHARTS

Chart	Page
4.1 Students' Score in the Pronunciation Aspect of Cycle I	64
4.2 Students' Score in the Fluency Aspect of Cycle I	65
4.3 Students' Score in the Vocabulary Aspect of Cycle I	66
4.4 Students' Score in the Grammar Aspect of Cycle I.....	67
4.5 Students' Score in the Interaction Aspect of Cycle I.....	68
4.6 The Average Score of each Aspect in the Cycle I	69
4.7 Students' Score in the Pronunciation Aspect of Cycle II.....	77
4.8 Students' Score in the Fluency Aspect of Cycle II	78
4.9 Students' Score in the Fluency Aspect of Cycle II	79
4.10 Students' Score in the Grammar Aspect of Cycle II.....	80
4.11 Students' Score in the Interaction Aspect of Cycle II.....	81
4.12 The Average Score of each Aspect in the Cycle II	82
4.13 The Average Score of through Cycles	87
4.14 The Improvement of Students' Participation in the through Cycles	88

LIST OF APPENDICES

Appendix	Page
1 Observation Checklist Meeting I	95
2 Observation Checklist Meeting II	99
3 Interview Guideline.....	103
4 Field Notes Cycle I	116
5 Field Notes Cycle II	117
6 The Results Of Students Cycle I.....	118
7 The Results Of Students Cycle II.....	119
8 Lesson Plan Meeting II	120
9 Lesson Plan Meeting I.....	130
10 Documentation	141

(pp. 13–25). Cambridge University Press.

Brown, H. D. (2004). *Language assessment: Principles and classroom practices*. Pearson Education.

Burns, A. (2010). *Doing action research in English language teaching: A guide for practitioners*. Routledge.

Clark, R. (2020). *Action research: Improving schools and empowering educators* (3rd ed.). SAGE Publications.

Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd ed.). SAGE Publications.

Crystal, D. (2016). *Making sense: The glamorous story of English grammar*. Profile Books.

Denscombe, M. (2010). *The good research guide: For small-scale social research projects* (4th ed.). Open University Press.

Fraser, H. (2000). Coordinating improvements in pronunciation teaching for adult learners of English as a second language. DETYA (Department of Education, Training and Youth Affairs).

Ganiyevna, I. B. (2021). Role play as an effective method in teaching foreign languages. *ResearchJet Journal of Analysis and Inventions*, 2(03), 273276.

Gunes, C., & Sarigoz, O. (2021). Language learning strategies of primary school students learning English as a foreign language. *Shanlax International Journal of Education*, 9(1), 1–7.

Harmer, J. (2007). *The practice of English language teaching* (4th ed.). Longman.

- Harris, D. P. (1969). *Testing English as a second language*. McGraw-Hill.
- Huberman, A. M., & Miles, M. B. (1994). *Qualitative data analysis: An expanded sourcebook* (2nd ed.). SAGE Publications.
- Isaacs, T. (2016). Assessing speaking. In Tsagari, D. & Banerjee, J. (Eds.), *Handbook of second language assessment* (pp. 137–150). De Gruyter Mouton.
- Jong, N. H. de. (2016). Fluency in second language assessment. In Tsagari, D., & Banerjee, J. (Eds.), *Handbook of second language assessment* (pp. 203–218). De Gruyter Mouton.
- Khamkhien, A. (2010). Teaching English speaking and English speaking tests in the Thai context: A reflection from Thai perspective. *English Language Teaching*, 3(1), 184–190.
- Kumar, R. (2011). *Research methodology: A step-by-step guide for beginners* (3rd ed.). SAGE Publications.
- Maria, V. G., & Jhonny, P. G. (2018). The influence of implementing role-play as an educational technique on EFL speaking development. *Journal of English Language Teaching*, 11(2), 45–56.
- Permatasari, N. (2016). The implementation of role play to improve speaking skill for grade X nursing class of SMK Muhammadiyah 3 Klaten Tengah. *E-Journal Universitas Ahmad Dahlan*, 3(4), 21–30.
- Rao, P. S. (2019). The importance of speaking skills in English classrooms. *Alford Council of International English & Literature Journal (ACIELJ)*,

2(2), 6–18.

Renandya, W. A. (2002). Methodology and materials design in language teaching. SEAMEO Regional Language Centre.

Richards, J. C. (2008). Teaching listening and speaking: From theory to practice. Cambridge University Press.

Torky, S. A. (2006). The effectiveness of a task-based instruction program in developing the English language speaking skills of secondary stage students. Ain Shams University.

Wragg, E. C. (1999). An introduction to classroom observation. Routledge

Appendix 1