

and continuing through university, teaching English was necessary. The national curriculum defined by the Republic of Indonesia's Ministry of Education and Culture was followed while teaching English. Almost all people from many different countries around the world used it to communicate. And many parents made sure their children achieved good English proficiency. It was because English speaking was one of the ways to communicate.

As social humans, humans always interacted and communicated with each other. Language-based communication was among the most basic parts of the human experience. Communication between people or groups generally occurred via language, whether it was spoken or written. Humans were able to express complicated ideas, thoughts, and concepts through language. Language was a tool for communicating feelings as well. Feelings like joy, sorrow, fear, or adoration were communicated through words, facial expressions, and voice intonation. Informal contact between people or groups was facilitated by language use. Individuals could communicate facts, information, or knowledge to other individuals by speech or writing.

Communication is a human way to exchange information or talk to each other. The way to interact and communicate between humans was by speaking. Speaking was one of the talents or skills in English that allowed us to express our thoughts, make comments, reject the viewpoints of others when they didn't agree with our own, and ask and respond to questions. When we used casual conversation, for example, our purposes maybe were

Understanding instructions, asking questions, expressing viewpoints, debating, giving presentations, and engaging in regular conversations are various instances of speaking. In line with (Kayi 2006;p.1) mentions Speaking is a fundamental aspect of second language acquisition and teaching. Speaking is fundamental for language learning since it is the primary mode of communication in everyday contexts.

The main purpose of speaking skills is to build effective communication, facilitate social interaction, and convey messages clearly and precisely to listeners. (Nunan cited in Bahrani and Soltani 2012;p. 25) stated that Success in language acquisition is measured by the ability for speaking in the target language. That is, the instructor must be able to understand the learning content in order to improve students' abilities, particularly in speaking, so that the aim may be achieved. In accordance with this research on how to teach speaking, the Researcher will employ role-playing techniques supported by similar research, indicating that teaching speaking in class is effective. An interesting class learning approach can help and impact students' comprehension of the content to be presented.

C. Speaking Aspects

Speaking has five aspects: pronunciation, grammar, vocabulary, fluency, and comprehension. Improving the abilities of students in these five areas requires both theoretical knowledge and practical work.

Speaking was our way of conveying our thoughts, our feelings, our opinions, and others. Speaking was expressing what the speaker wanted to say or talk about, then the listener processed what the speaker meant. Speaking attempts to give conversation a voice, highlighting and giving it the respect it deserves (Grugeon et al, 2012;p.1). Speaking is one of the four skills, namely: speaking, grammar, vocabulary, writing. Speaking is an activity in which we produce speech in the form of words and sentences orally to communicate with others. While another expert, (Luoma 2003; P.10) refers that when people hear someone talk, they naturally focus on their voice. According to the expert, Speaking represents a common component of human behaviour and perception Speaking refers to a person's ability to communicate in everyday situations, especially at school and outside. Speaking is the act of expressing our ideas, opinions, or thoughts to others and transferring them using words or articulation sounds in order to explain, get, or entertain others, which may be learned applying certain instructional learning methodologies.

Speaking is an important way of communication. People use almost constantly. Speaking is an important ability in English language learning as it is used for communication. Communication is a characteristic of human society (Akhter et al 2020; p.6027). As humans who live side by side and carry out social activities we need to express our thoughts, opinions, and feelings to interact in social life. Speaking is not only making sounds when we speak but also ideas and emotions.

Role play is frequently used as a method of active learning because it immediately involves participants, allowing them to learn using direct experience rather than only listening or reading. (Hattings cited in Purnamawati et al 2015; p. 2) stated role play is a creative way for students to practice and improve their English communication skills, it simulates discussion environment. Furthermore, it permits students to be creative and quickly take on the role of another individual. Role play is important for improving speaking abilities since it involves a wide range of communication settings and roles.

F. Purpose of Role Play

Role playing serves as a powerful tool for learning, personal growth, and social interaction, enabling individuals to explore and experiment with different aspects of human behaviour, relationships, and situations. Purpose of role playing in this research is to help students improve their English speaking skill.

Role playing allows participants to practice communicating clearly and effectively in a variety of situations. (Woodhouse 2014;p. 78) mentions that Role play may improve communication and attitude, while also facilitating conversation. This phrase effectively summarizes the many advantages of adding role play into teaching and learning techniques.

Role play allows students to take on many roles, settings, and situations, allowing them to gain not just linguistic skills, but also cultural awareness, empathy, and problem-solving abilities. Students can get confidence, overcome communication difficulties, and enhance their linguistic talents in a more

6. Picture descriptions:

Participants report a specific image or set of images. This practice improves vocabulary, descriptive language, and the capacity to communicate visual information.

At last including a variety of speaking activities into language learning, such as role-playing, debates, storytelling, speed networking, discussion circles, and picture descriptions, promotes overall language skill development, critical thinking, and successful communication. These interesting challenges not only improve students' ability to handle real-life settings, but also help them gain confidence and express themselves more effectively in verbal communication. Students may actively interact, adapt to different situations, and improve their language abilities in an interactive and progressive learning environment by engaging in a variety of speaking activities.

E. Definition of Role Play

Role playing is a social or educational activity in which participants imitate certain roles and act out certain scenarios or situations. In the role play the individual plays a character identity or role that is different from himself. Role playing can be used in a variety of contexts, including education, theater, training, etc. This allows participants to engage more actively in the thinking and actions of their assigned roles. (Tompkins 1998;p. 1) defines role play: This classroom teaching technique encourages students to take an active part in learning English. The theory highlights role play as a teaching strategy which promotes active participation by students in the English learning process. Role

Grammar, vocabulary, fluency, pronunciation, and comprehension were each aspect of speaking. According to the findings of my pre-observation, students at SMA Negeri 1 Kayan Hulu were still lacking in these five aspects because they were not fluent, felt embarrassed, and lacked confidence in speaking English. Their vocabulary was still very poor due to lack of practice; not having enough opportunities to use or hear new words in everyday contexts, lack of reading; many new vocabulary words could be found in reading. People who did not read regularly had less access to new and varied words, and lack of motivation; lack of motivation to learn new vocabulary could be an obstacle. Due to the lack of practice in daily life, they were not fluent in pronunciation or comprehension in pronouncing each vocabulary word they mentioned.

Based on the problems above, the researcher proposed the title 'Applying the Role Play Technique to Improve Speaking Ability in Eleventh-Grade Students at SMA Negeri 1 Kayan Hulu'. The researcher used role-playing techniques to help students in problem-solving. Students were more interested in learning activities like Role Play by talking to classmates in English, having discussions, and becoming more confident in speaking English, which improved their participation. The researcher took action research to solve students' problems in learning English. The researcher conducted classroom action research because they identified important speaking problems, especially for eleventh-grade students of SMA Negeri 1 Kayan Hulu. Given the importance of speaking problems for