

**THE EFFECT OF USING ROLEPLAY
TO THE STUDENTS' SPEAKING SKILL OF THE TENTH GRADE STUDENTS OF
SMKS YPSEI PALANGKA RAYA**

THESIS

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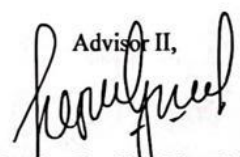
ABSTRACT

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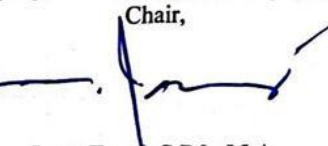
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The low number of speaking lessons makes students think that speaking is the most challenging skill to learn, by applying roleplay teaching strategies to encourage students to dare to speak up. Here was why, this research aimed to investigate the effect of utilizing a roleplay on the speaking skill of students of X OTKP-TB SMK YPSEI Palangka Raya.

This research used a quantitative research method with an experimental design. The type of experiment was a pre-experimental design with a one-group pre-test and post-test design.

The result of the research was the mean score of the post-test was higher than the post-test ($83,33 > 37,85$). The result of data calculation by using the Wilcoxon Ranked Method in different test pre-test and post-tests was interpreted as p-value $-3.749 < \alpha 0.05$, meaning accepted the H_0 hypothesis. It meant that there was an effect of the roleplay teaching strategy in improving the speaking skills of class X students at SMKS YPSEI Palangka Raya. The steps (procedures) for applying roleplay teaching strategies were very important to pay attention to, although they do not had to be exactly the same, as long as the core steps (procedures) of this roleplay were implemented. The essence of the roleplay steps (procedures) was understanding the script, practicing saying it, and acting it out in the group. These roleplay steps (procedures) made students brave enough to speak up.

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And hopefully this thesis can provide benefits to anyone who reads it, even though it is far from perfect due to the limited abilities and knowledge of the author. Therefore, for the errors and shortcomings in writing this thesis, I as the author apologize.

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