

ABSTRACT

Putri, Arin Amalia. 2016. *Improving Students Speaking Ability by Using Role Play at Seventh Grade Students of Darul Mahdeeyah Private School Songkhla, Thailand in the 2015/2016 Academic Year*. Thesis. English Language Education Program, Language and Art Education Department, Faculty of Teacher Training and Education, University of Muhammadiyah Jember. Advisor: (1) Fitrotul Mufaridah, M.Pd. (2) Indri Astutik, M.Pd.

Key Words: Role Play, speaking ability.

Speaking is a crucial part of the language learning process. However, many students find speaking as one of the most difficult skills in English. Therefore, the researcher wants to improve the students' speaking ability through the suitable teaching method, in this case Role Play. In this research, the problem is "how can the use of role play improve students' speaking ability of the seventh grade students of Darul Mahdeeyah Private School Songkhla Thailand in the 2015/2016 academic year?" And the objective of this research referring to the research problem is to find out how role play can improve the English speaking ability of the seventh grade students of Darul Mahdeeyah Private School Songkhla Thailand in 2015/2016 academic year. Based on the research problem and the relevant theory, the hypothesis of this research is described as follows: Role Play can improve the seventh grade students' speaking ability at Darul Mahdeeyah Private School Songkhla Thailand in the 2015/2016 Academic Year because by using role play method, students become more active in participating the class.

The design of this research is classroom action research. The research subject is seventh grade students that consisting of 16 students. Test and observation are used to obtain the data.

Role Play method improves the students' speaking ability in two cycles from $M = 57.5$ in Cycle 1 to $M = 66.88$ in Cycle 2 and the percentage of students scored ≥ 65 ($E = 50\%$) in Cycle 1 to ($E = 75\%$) in Cycle 2. The observation result from 40.63% students' active participation in Cycle 1 to 75% students' active participation in Cycle 2. The difference between cycle 1 and cycle 2 is the researcher gives dialog to the students for their role play and teaches new vocabulary and how to pronounce words properly. It can be concluded that Role Play is able to improve the students' speaking ability and students' activeness in participating the class.