

THESIS
THE STUDY ON THE EFFECTIVENESS OF ROLE-PLAYING
ACTIVITIES FROM THE BRITISH COUNCIL WEBSITE ON
STUDENTS SPEAKING SKILLS

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ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY

MALANG

2024

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to Compile Undergraduate Thesis English Education
Department Faculty of Education and Teacher Training
Maulana Malik Ibrahim State Islamic University Malang

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ENGLISH EDUCATION DEPARTMENT
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The Study on the Effectiveness of Role-Playing Activities from the British
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ACTIVITIES FROM THE BRITISH COUNCIL WEBSITE ON
STUDENTS SPEAKING SKILLS**

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1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of the author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any other person.
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Malang, November 11, 2024


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MOTTO

“Do not take anything too serious, we will die anyway”

DEDICATION

This thesis is wholeheartedly dedicated to:

My beloved parents, who always support me and pray for me.

I would like to express my heartfelt gratitude to my lecturer, Mr. Basori, M.S.Ed., and to Ms. Ima Mutholliatil Badriyah, M.Pd., for their invaluable guidance and support throughout my journey in completing this thesis. I am deeply thankful.

ACKNOWLEDGEMENT

Praise be to Allah SWT, the Almighty, whose endless grace and guidance have made the completion of this thesis possible. I also send peace and blessings upon Prophet Muhammad SAW, who has shown humanity the path to goodness.

This thesis, titled *The Study on the Influence of Role-Playing Activities from the British Council Website in Improving Students' Speaking Skills*, is submitted in partial fulfillment of the requirements for a Bachelor's degree in English Education (S.Pd) at the Faculty of Teacher Training and Education, Maulana Malik Ibrahim State Islamic University Malang. I recognize that this work would not have been possible without the support and contributions of many individuals.

Malang, November 11, 2024

The Researcher,



Ahmad Huzaini

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ABSTRACT

Huzaini, Ahmad. 2024. The Study on the Effectiveness of Role-Playing Activities from the British Council Website on Students Speaking Skills. Thesis. English Education Department. Faculty of Education and Teacher Training. Maulana Malik Ibrahim State Islamic University Malang. Advisor: Ima Mutholliatil Badriyah, M.Pd

Key word: Role-playing, British Council, Speaking skills, EFL learners

Developing speaking skills is a key goal for EFL (English as a Foreign Language) learners, as effective communication requires fluency, vocabulary, grammar, pronunciation, and comprehension. Traditional teaching methods often fail to fully engage students or provide meaningful practice. This study focuses on using role-playing activities from the British Council. Role-playing activities are designed to simulate real-life situations, encouraging active communication and better language use.

This research used a quasi-experimental design with two groups of students. The control group followed traditional speaking lessons, while the experimental group practiced role-playing activities from the British Council website. These activities included multimedia features like text, images, and interactive elements, making the lessons more engaging. The study was conducted over four weeks, with students participating three times per week.

The results showed that the experimental group made significant progress, with scores improving from 1.6–2.6 in the pre-test to 2.4–3.2 in the post-test. In comparison, the control group's scores increased modestly from 1.4–2.4 to 2.0–2.8. This demonstrates that role-playing activities are more effective in enhancing speaking skills than traditional methods.

In conclusion, role-playing activities offer a dynamic and interactive way to enhance speaking skills for EFL learners. By engaging students in realistic communication scenarios, these activities improve vocabulary and comprehension while keeping learners motivated. Educators can use resources like the British Council website to enrich their teaching methods and help students achieve better speaking proficiency.

Abstrak

Huzaini, Ahmad. 2024. The Study on the Effectiveness of Role-Playing Activities from the British Council Website on Students Speaking Skills. Skripsi. Jurusan Tadris Bahasa Inggris. Fakultas Ilmu Tarbiyah dan Keguruan. Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing : Ima Mutholiatil Badriyah, M.Pd

Kata Kunci: Role-playing, British Council, Keterampilan Berbicara, Pembelajaran EFL

Mengembangkan keterampilan berbicara adalah tujuan utama bagi pembelajar EFL (English as a Foreign Language), karena komunikasi yang efektif memerlukan kelancaran, kosa kata, tata bahasa, pengucapan, dan pemahaman. Metode pengajaran tradisional sering kali gagal sepenuhnya melibatkan siswa atau memberikan latihan yang bermakna. Penelitian ini berfokus pada penggunaan kegiatan role-playing dari situs web British Council. Kegiatan role-playing dirancang untuk mensimulasikan situasi kehidupan nyata, mendorong komunikasi aktif, dan penggunaan bahasa yang lebih baik.

Penelitian ini menggunakan desain kuasi-eksperimen dengan dua kelompok siswa. Kelompok kontrol mengikuti pelajaran berbicara tradisional, sedangkan kelompok eksperimen berlatih kegiatan role-playing dari situs web British Council. Kegiatan ini mencakup fitur multimedia seperti teks, gambar, dan elemen interaktif, yang membuat pelajaran menjadi lebih menarik. Penelitian ini dilakukan selama empat minggu, dengan siswa berpartisipasi tiga kali per minggu.

Hasil penelitian menunjukkan bahwa kelompok eksperimen mengalami kemajuan yang signifikan, dengan skor meningkat dari 1,6–2,6 pada pre-test menjadi 2,4–3,2 pada post-test. Sebagai perbandingan, skor kelompok kontrol meningkat secara moderat dari 1,4–2,4 menjadi 2,0–2,8. Hal ini menunjukkan bahwa kegiatan role-playing lebih efektif dalam meningkatkan keterampilan berbicara dibandingkan metode tradisional.

Sebagai kesimpulan, kegiatan role-playing menawarkan cara yang dinamis dan interaktif untuk meningkatkan keterampilan berbicara bagi pembelajar EFL. Dengan melibatkan siswa dalam skenario komunikasi yang realistis, kegiatan ini meningkatkan kosa kata dan pemahaman sekaligus menjaga motivasi belajar. Para pendidik dapat menggunakan sumber daya seperti situs web British Council untuk memperkaya metode pengajaran mereka dan membantu siswa mencapai kemahiran berbicara yang lebih baik.

المستخلص

حُرِّي، أحمَد. ٢٠٢٤. دراسة حول فاعلية أنشطة لعب الأدوار من موقع المجلس الثقافي البريطاني على مهارات التحدث لدى الطلاب. رسالة ماجستير. قسم تعليم اللغة الإنجليزية، كلية التربية والتدريب، جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشرفة: إِمَا مُثَلِّيَاتِل بَدْرِيَّة، ماجستير في التربية

الكلمات المفتاحية: لعب الأدوار، المجلس الثقافي البريطاني، مهارات التحدث، متعلمو اللغة الإنجليزية كلفة أجنبية.

يُعَدُّ تطوير مهارات التحدث هدفاً رئيسياً لمتعلمي اللغة الإنجليزية كلفة أجنبية، حيث تتطلب مهارات الاتصال الفعالة، والمفردات، والقواعد، والنطق، والاستيعاب. غالباً ما تفضل الأساليب التعليمية التقليدية في إشراك الطلاب بشكل كامل أو توفير ممارسة ذات معنى. تركز هذه الدراسة على استخدام أنشطة لعب الأدوار من موقع المجلس الثقافي البريطاني، والتي تهدف إلى محاكاة مواقف الحياة الواقعية، مما يشجع على التواصل النشط وتحسين استخدام اللغة.

استخدمت هذه الدراسة تصميمًا شبه تجريبي مع مجموعتين من الطلاب. اتبعت المجموعة الضابطة دروس التحدث التقليدية، بينما مارست المجموعة التجريبية أنشطة لعب الأدوار من موقع المجلس الثقافي البريطاني. تضمنت هذه الأنشطة عناصر وسائط متعددة مثل النصوص والصور والعناصر التفاعلية، مما جعل الدروس أكثر جاذبية. أُجريت الدراسة على مدار أربعة أسابيع، بمعدل ثلاث جلسات أسبوعياً.

أظهرت النتائج أن المجموعة التجريبية أحرزت تقدماً ملحوظاً، حيث ارتفعت درجاتهم من (١,٦) - (٢,٦) في الاختبار القبلي إلى (٣,٢-٢,٤) في الاختبار البعدي، في حين شهدت المجموعة الضابطة تحسناً طفيفاً من (٢,٤-١,٤) إلى (٢,٨-٢,٠). وهذا يُظهر أن أنشطة لعب الأدوار أكثر فاعلية في تحسين مهارات التحدث مقارنة بالطرق التقليدية.

ختاماً، توفر أنشطة لعب الأدوار وسيلة ديناميكية وتفاعلية لتعزيز مهارات التحدث لدى متعلمي اللغة الإنجليزية كلفة أجنبية. ومن خلال إشراك الطلاب في سيناريوهات تواصل واقعية، تُحسِّن هذه الأنشطة المفردات والاستيعاب مع الحفاظ على تحفيز المتعلمين. يمكن للمُعَلِّمين الاستفادة من موارد مثل موقع المجلس الثقافي البريطاني لتعزيز طرق التدريس ومساعدة الطلاب على تحقيق كفاءة أفضل في التحدث.

CHAPTER 1

INTRODUCTION

In this chapter, the researcher will provide the background of the study, identification of the problem, the objective of the study, the significance of the study, the limitation of the study, and the definition of terms.

1.1 Background of the study

For English as a Foreign Learners (EFL), achieving proficiency in spoken English is often an important goal, as it empowers individuals to participate actively in various professional contexts such as delivering presentations, proposing ideas, instructing personnel, and presiding over meetings (Alison, 2021). This in line with Al-qur'an Surah Ar-Rahman verse 3-4 that explain the importance of master in speaking skills:

عَلَّمَهُ الْبَيَانَ (۳) خَلَقَ الْإِنْسَانَ

“He created humans, teach him to speak well,” (QS. Ar-Rahman 3-4)

These verses underscore the significance of acquiring skills of effective communications and emphasizing the need for individuals to actively engage in the learning process to enhance their ability to communicate effectively. On top of that, the practice of the Prophet Muhammad (peace be upon him) included instructing his companions to learn other languages to facilitate preaching. He commanded Zaid bin Thabit to learn the language of the Jewish people's scriptures. Zaid bin Thabit radhiallahu ‘anhu said:

"Rasulullah shallallahu 'alaihi wasallam commanded me, so I learned the scripture of the Jewish people for him. He said, "By Allah, I do not feel secure about the Jews regarding my writings." So I learned the Jewish language, and within less than half a month, I had mastered it. Then I would write for the Prophet if he dictated, and I would read for him if any writing was sent to him." (HR Abu Dawud, Hadith No. 3645, declared as Hasan Sahih by Sheikh Al-Albani)

Similarly, in the pursuit of learning to speak English, it is essential to recognize the value of language acquisition for effective communications and engagements with diverse communities. Just as Zaid bin Thabit learned the Jewish language to aid in conveying the message of Islam, individuals aspiring to speak English should commit to continuous learning and practice to enhance their ability to communicate effectively in English-speaking contexts.

In any language, speaking is the most essential skill since its primary purpose is for communication. This immediacy makes speaking a pivotal skill in English proficiency. Speaking is a crucial aspect of effective communication, as it enables speakers to convey their thoughts smoothly, without causing comprehension challenges for the listener, thus enhancing the effectiveness of conveying communicative ideas (Yang, 2014).

However, mastering spoken English for students can be a great challenge. First, students often lack opportunities to practice the English language within the classroom setting, as they frequently use their mother language than English even in English class. This observation was highlighted in a study conducted by Anyiendah (2017), shedding light on the difficulties learners face in mastering

spoken English and the barriers they encounter in their language acquisition journey. Second, many language learning settings, students often experience disconnection between their classroom instruction and practical language uses. The traditional approaches to language teaching spent less time in speaking activities and they pay a little attention to speaking activities in the classroom (Ratih & Ida, 2017). Third, students may find themselves proficient in grammar and vocabulary but lacking the confidence and ability to communicate fluently in spoken English. Students often face problems in their learning accomplishments in the EFL class, specifically during communicative activities, indicating that 'shyness' might be the underlying issue (Ahsan, 2020).

To address these three problems, teachers can utilize the British Council website as a resource. This website, being a reputable source from the UK, offers high-quality materials that are beneficial for students. It includes video conversations along with their transcripts, which can aid students in improving their speaking skills. Additionally, the user-friendly interface ensures that both teachers and students can easily navigate and make the most of the available resources. This combination of visual and textual aids can be particularly effective in overcoming issues related to fluency, lack of opportunities, and lack of confidence in spoken English.

This context underscores the importance of innovative pedagogical tools and strategies that can facilitate the development of English speaking. The British Council, renowned for its contributions to English language education, offers a diverse range of online resources, including video role-playing activities, designed to engage learners in active communication exercises. These activities simulate

real-world scenarios, encouraging learners to apply their language skills in context. As highlighted by Putri and Franscy (2022), the British Council website is very useful in supporting English learning, offering complete features for effective and enjoyable language acquisition.

The reason the researcher choose the British Council website for learning English speaking skills is due to its commitment to quality, diverse, and authentic learning materials designed by English language teaching experts. The website offers a broad spectrum of resources catering to varying proficiency levels and learning needs, providing exposure to real-life English usage and British culture, which is crucial for grasping the nuances of the language. Its accessibility allows learners to engage with content anytime, anywhere, making language learning flexible and adaptable to individual schedules. Furthermore, the interactive and engaging learning materials, including videos, quizzes, and exercises, enhance learner motivation and facilitate a more enjoyable learning experience. The structured learning paths guide learners systematically, building their skills progressively, while integrated feedback mechanisms help identify areas for improvement, making the British Council website an invaluable tool for EFL learners seeking to enhance their speaking fluency.

British Council Role Play Technique (BCRT) can Engage in conversational exchanges within the context of assigned roles not only reinforces language proficiency but also cultivates a practical and contextual understanding of English communication, contributing to an overall improvement in speaking abilities. Role-play can be defined as a simulation or an action in imitating a character, mostly student play act being someone else in the real world. This can be valuable

opportunities to practice and apply language in realistic scenarios (Pinatih, 2021). As a result, students can improve their pronunciation, vocabulary usage, and overall communication skills, making role-playing an effective and positive strategy for language acquisition.

Study that investigated by Ali (2023) is focused on understanding students' perceptions regarding the use of the British Council website. Employing a quantitative approach, the study involved 20 sixth-semester students from the English Education Program at IAIN Kediri. Participants responded to twenty-one statements that gauged their feelings towards utilizing the British Council Website for enhancing their English language proficiency. Data collection was executed via a questionnaire disseminated through Google Forms. The majority of students responded positively to every statement on each aspect presented in the questionnaire they completed and submitted. According to the study, researchers concluded that the British Council Website has significant potential to aid students in enhancing their speaking skills and abilities.

Another researcher Putri (2022), in a study titled "The Implementation of The British Council Website to Support Indonesian EFL Learners," aimed to explore how the British Council website is used and what problems learners face. This qualitative case study involved 20 students and 5 teachers from different schools, selected using a Stratified Random Technique. Data was collected through interviews, observations, questionnaires, and documentation. According to the questionnaire results, 11 out of 20 students (55%) found the British Council website learning very interesting. However, the researchers also discovered that students had difficulties using the website due to poor internet signals or lack of data.

This research delves into the evaluation of the British Council website's efficacy in enhancing speaking skills through role play specifically among Senior High School students. While previous studies have explored related topics, the majority has concentrated on general speaking skills. Some researchers have used platforms like YouTube (Meinawati et al., 2020; Khatimah et al., 2023; Piannur & Rosita, 2023) and tools such as Elsa Speaking (Hanna et al., 2022; Widyasari & Maghfiroh, 2023; Anggraini, 2022) in their studies. Meanwhile, others have employed resources from the British Council (Ali et al., 2023; Putri & Franscy, 2022). This study uniquely refines the focus to emphasize the nuanced aspect of speaking. By narrowing the scope, this research seeks to provide a more detailed and comprehensive understanding of how the British Council website, with its role play features, specifically influences and contributes to the development of speaking in the context of Senior High School education. A proficient command of teaching techniques is crucial for educators, as the enhancement of students' learning outcomes is intricately tied to the adept application of effective instructional methods (Daulay, E., Nasution, L. E., & Rangkuty, A. R., 2023). This British council website and activities hopefully present a dynamic and interactive approach to language acquisition that aim to bridge the gap between classroom learning and real-world communication.

The researcher selected participants from the senior high school 11th grade of xxx school. This school stands out for its dedicated language development programs, offering students the opportunity to excel in both English and Arabic. Furthermore, this school provides students with essential tools for their education, including laptops and internet access. This infrastructure enables the researcher to

conduct their experiment effectively using group role playing through the British Council website.

1.2 Identification of the Problems

Based on the background of the study above, the research aims to address the following research question:

1. how is the British Council website effective on students speaking skills?
2. to what extend the British Council website effective or not effective?

1.3 Objectives of the Study

This research aims to examine the effectiveness of utilizing resources from the British Council website for enhancing English foreign learners' speaking skills at senior high school and interpret the data describing.

1.4 Significant of the Study

From this study, the researcher expected:

1. Teachers

Teachers can utilize the British Council website for student as a teaching resource to enhance student English speaking skill.

2. Students

Students can enhance and improve their English-speaking skills by utilizing the role-play feature of the British Council website. This interactive language environment encourages students to actively engage in English speaking skills development by facilitating communications and practices.

3. Researchers

This study can serve as a valuable reference for future researchers exploring the enhancement of speaking skills through the utilization of the British Council website.

1.5 Research Hypothesis

The hypothesis of this study is there is difference in speaking skills between the group using the British Council website and traditional teaching methods by the teacher.

1.6 Scope and Limitation of the Study

This research focuses on examining the British Council website as a tool for enhancing speaking skills among senior high school students. The researcher only focus on influence of British Council website in speaking skills section to student achievement in English speaking skills of senior high school 11th grade.

1.7 Definition of Terms

It is important to establish definitions for the terms of this topic thesis that is used in the study. The meaning of the terms are as follow:

1. Speaking (Harmer, 2007): Speaking is the ability to communicate fluently and purposefully, requiring not only knowledge of the language features but also the capacity to process information and language in real-time.
2. Speaking skills (Brown, 2004): There are five skills in speaking
 - 1) grammar : The rules and structures how words are used to form sentences in a language;
 - 2) vocabulary : The collection of words and phrases known and understood by an individual in a language;

- 3) comprehension : The ability to understand and make sense of spoken or written language;
 - 4) fluency : The ability to speak or write in a language smoothly, accurately, and without hesitation;
 - 5) pronunciation : The way in which words are spoken, including the correct articulation of sounds and stress patterns.
3. English as a Foreign Language (EFL): These are individuals who are learning English as a foreign language, meaning it is not their native or first language. They could be non-native speakers aiming to become proficient in English.
 4. British Council Website: This indicates the source or platform from which the role-playing activities are being drawn. The British Council is known for providing English language learning resources and materials, so in this thesis, it is likely that these resources will be used or adapted to facilitate language learning.
 5. Role-play: Role-playing in speaking studies is the act of simulating real-life scenarios through the enactment of various roles, enabling learners to practice and enhance their speaking and listening skills in a dynamic and engaging manner.

CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher delves into various theoretical aspects related to the literature. Topics explored include speaking skills, the definition of group role playing, multimedia for learning and the British Council website. Through an in-depth examination, the chapter aims to provide a comprehensive understanding of the role of these components in language acquisition.

2.1 Definition of Speaking Skills

The act of speaking is a fundamental aspect of human communication, serving as a primary means through which individuals convey information, articulate ideas, and express their emotions in spoken English. Rahmadani and Etfita (2022) underscore the significance of spoken communication in their statement. Verbal expression allows individuals to share thoughts and knowledge and connection between people. Forthmore, Ramadhan (2020) reveal that speaking is the most important thing as the productive skill in communication and it involves speakers and listeners. These perspective aligns with the understanding that spoken language not only transmits information but also fosters engagement, understanding, and collaboration between speakers and listeners.

In speaking context, there are several speaking events and those are (Harmer 2007):

1. transactional and interpersonal functions: The primary goal of transactional communications are to exchange information and facilitate the trading of goods and services, while interpersonal communications focus on preserving positive relationships among individuals;

2. interactive and non-interactive: Talking to someone at a news stand is a two-way conversations, but leaving a voicemail is one-way communication;
3. planned and unplanned: Speaking that is planned, such as giving a lecture or a wedding speech, is prepared in advance. On the other hand, unplanned speaking, such as when an unexpected encounter occurs on the street and a conversation starts, happens spontaneously.

Students' academic engagement is influenced by numerous factors, including their characteristics as learners, the teacher's role, the teaching methods used, interactions with peers, and various aspects of the learning environment (Amerstorfer, 2021). Furthermore, Understanding speaking in terms of purpose, participation, and planning enables educators to create diverse speaking activities customized to different learning needs. This approach ensures that students develop versatile speaking skills applicable across various communicative contexts.

2.2 Aspect of Speaking Skills

Speaking involves articulating thoughts clearly, maintaining logical organization of ideas, using appropriate intonation and stress patterns, and engaging listeners through effective delivery. There are five aspects in speaking (Brown 2004):

- 1) grammar : The rules and structures how words are used to form sentences in a language;
- 2) vocabulary : The collection of words and phrases known and understood by an individual in a language;

- 3) comprehension : The ability to understand and make sense of spoken or written language;
- 4) fluency : The ability to speak or write in a language smoothly, accurately, and without hesitation;
- 5) pronunciation : The way in which words are spoken, including the correct articulation of sounds and stress patterns.

Speaking effectively requires clear articulation of thoughts, logical organization of ideas, and the use of appropriate intonation and stress patterns to engage listeners. According to Brown (2004), there are five crucial aspects of speaking: grammar, which involves the rules and structures for sentence formation; vocabulary, which encompasses the words and phrases known by an individual; comprehension, the ability to understand spoken or written language; fluency, the ability to communicate smoothly and accurately without hesitation; and pronunciation, which pertains to the correct articulation of sounds and stress patterns. Mastery of these elements is essential for effective communication in any language.

2.3 Multimedia for Learning

The Multimedia Learning Theory (MLT) was first conceptualized by Mayer in 1997. According to Mayer (1997), the multimedia learning theory contains three components that enhance students' learning effectiveness. The first aspect recognizes two channels, audio and visual, for processing information, called the multimedia principle. It suggests that learners grasp information better when presented with both images and words, rather than just text. The second component acknowledges the limited capacity of each channel to process information, leading individuals to form mental representations from the available sources. Lastly, learning is viewed as an active process where individuals filter, select, organize, and integrate information based on their existing knowledge.

Multimedia in educational contexts involves combining diverse media types like text, images, audio, video, animations, and interactive features within learning materials and activities. Multimedia involves leveraging a variety of presentation methods or technologies to convey information. The combination of audio and visual presentation tools offers a potent means for educators and those designing educational materials to interact with students (Ramlatchan 2019). Optimizing multimedia designs can be achieved through adopting evidence-supported best practices. The theory of Multimedia Learning is based on the premise that there exist two pathways for learning: auditory and visual. Both of these pathways are utilized to encode information into working memory Miller (2019). Below is the figure:

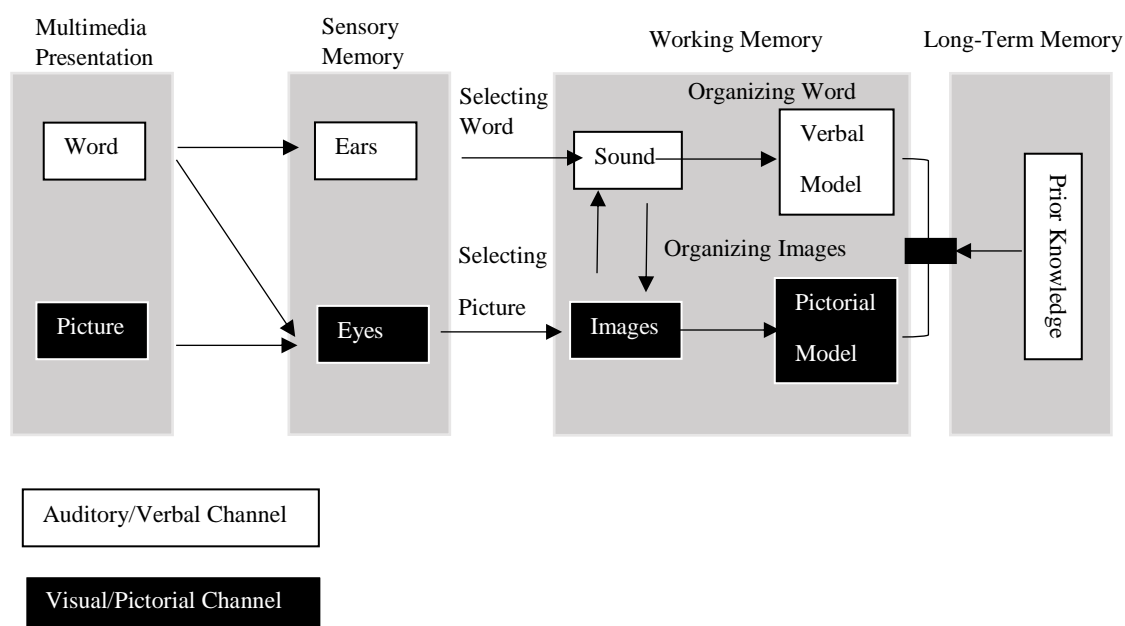


Figure 2.3

As in Figure 2.3, the information processing involves two channels: the auditory channel, which handles sound-based information, and the visual channel, which processes visible objects. According to the theory (Yue et al., 2013), when information from both channels is integrated, it transitions from short-term to working memory. The information is processed more deeply with the help of what learners already know, making it stay in the learners' long-term memory. Therefore, utilizing media that engages both auditory and visual channels can be beneficial for students learning to speak English.

2.4 Definition of Role playing

In recent years, there has been a growing endorsement for the incorporation of role behaviour as a pedagogical approach in the process of learning a foreign language. Role playing is a widely used teaching method in language classes that focus on communication skills (Brown 2004). It involves students assuming

specific roles and engaging in simulated conversations or scenarios to practice language use in real-life contexts

2.4.1 Advantages Related to Speaking Skills

Role-play exercises in education provide students with a dynamic and immersive learning experience, allowing them to assume specific roles and engage in scenarios that mirror real-life complexities. Through this, students developed a sense of empathy and gained an understanding of what it's like to step into the shoes of others (Hankin 2019). It offers the EFL students a unique opportunity to develop speaking skills akin to those of native speakers. This immersive experience allows students to not only enhance their linguistic competence but also increase a positive psychological atmosphere in the classroom, enhances motivation, stimulates student engagement and allows learners to apply their knowledge, experience, and communication skills in various scenarios (Irkinovich, 2022).

Another advantage of employing the Role-playing method lies in the provision of transactional feedback, which aids both teachers and students in comprehending and rectifying mistakes (Maulana & Lolita, 2023). Lastly, simulations and Role-play activities can be leveraged to enhance overall oral fluency or prepare students for speaking skills (Pinatih, 2021).

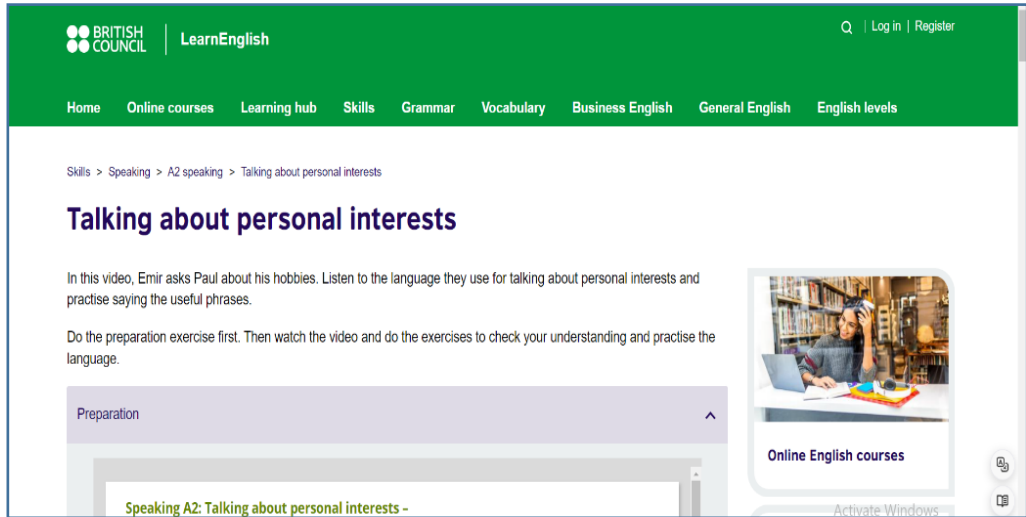
2.5 Definition of British Council Website

The British Council website stands out as an invaluable resource tailored to cater to English language learning needs of high school students. This comprehensive platform offers a diverse array of elements meticulously designed to enhance proficiency in English skills. Students are presented with a myriad of

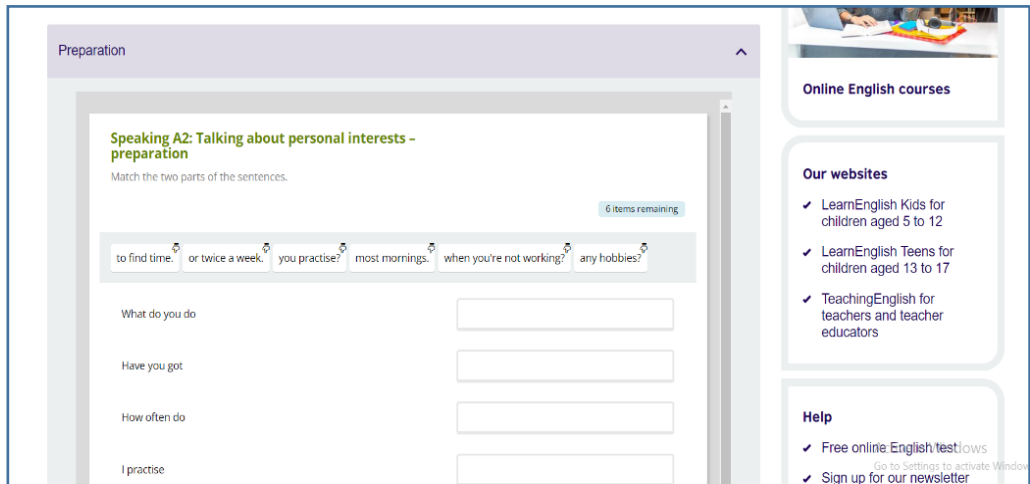
options across various language skills, including listening, speaking, reading, and writing, ensuring a comprehensive language learning experience. According to the findings of Putri (2022), the British Council website emerges as an effective and enjoyable resource for supporting English learning. The researchers suggest that a successful implementation strategy involves the English content on the British Council website to match the proficiency levels of English as a Foreign Language (EFL) students. Additionally, teachers are advised to select topics that align with the English material currently being studied by the students.



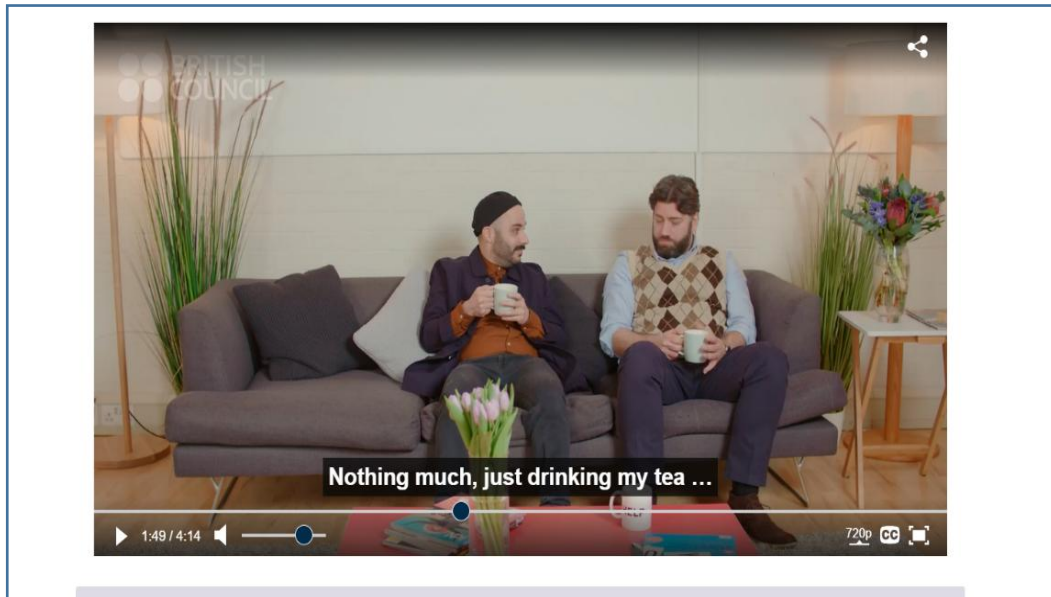
The webpage displayed in Picture 2.5.1 is the homepage of the British Council website, where visitors can access various menus and options to navigate through the site's offerings. These menus provide users with a range of resources and services, including online course, learning hub, skills, grammar, vocabulary, business English, general English, and English levels. The researcher use skill – speaking for media teaching speaking fluency through role play. The pictures below are the detail:



Picture 2.5.2



Picture 2.5.3



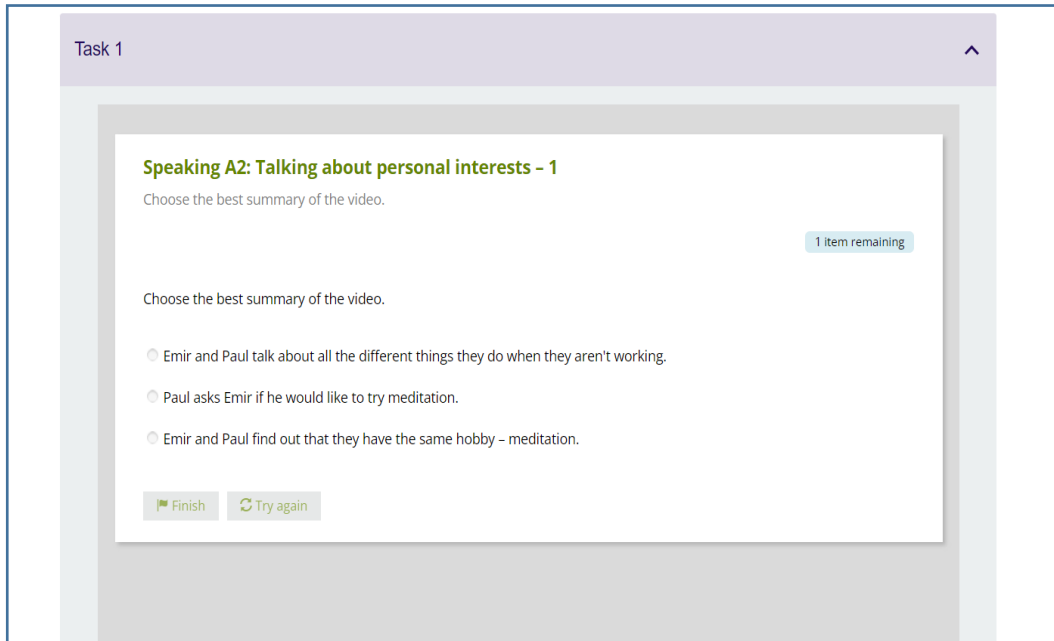
Picture 2.5.4

Transcript

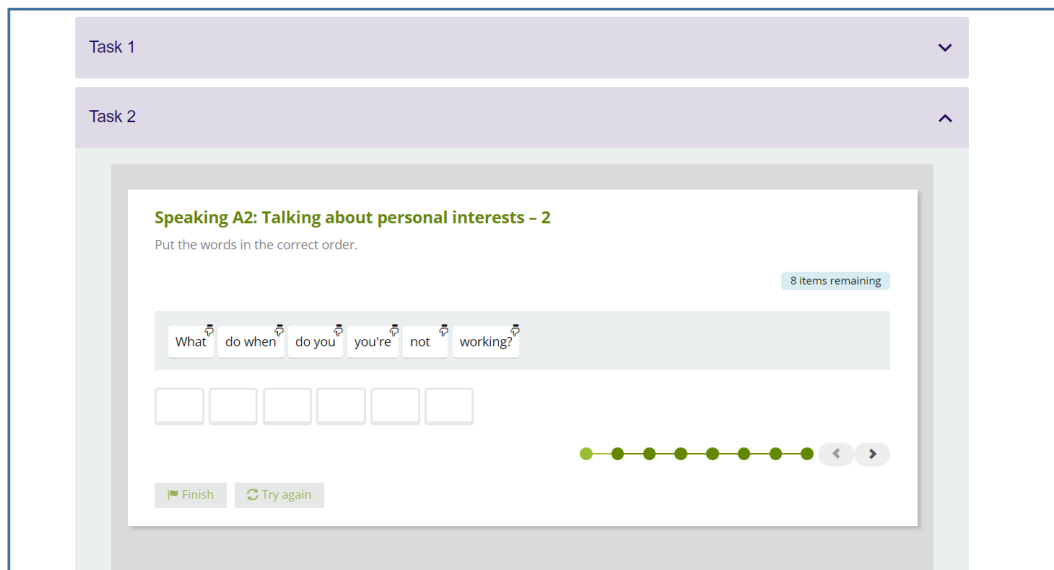
Ana: Hi! I'm Ana. Welcome to *What to Say!*
Do you know what to say when you talk about your personal interests? Listen out for useful language for talking about personal interests. Then, we'll practise saying the new phrases – after this.

Emir: Hi, Paul. I made you a cup of tea. Just how you like it, milk and two sugars.
Paul: Oh, thanks, Emir.
Emir: You're welcome. So what do you do when you're not working?
Paul: Oh, umm, not much. I'm always really tired in the evenings and at weekends.
Emir: Haven't you got any hobbies?
Paul: Well, I've recently started doing meditation.
Emir: I didn't know you did meditation. I do too!
Paul: Oh, right. So, um, how often do you practise?
Emir: Most mornings usually, but if it's really busy, then sometimes it's hard to find time.
Paul: Yeah, I know what you mean. I normally meditate once or twice a week. I never have enough time to do it more than that.
Emir: What are you doing now?
Paul: Nothing much, just drinking my tea ...

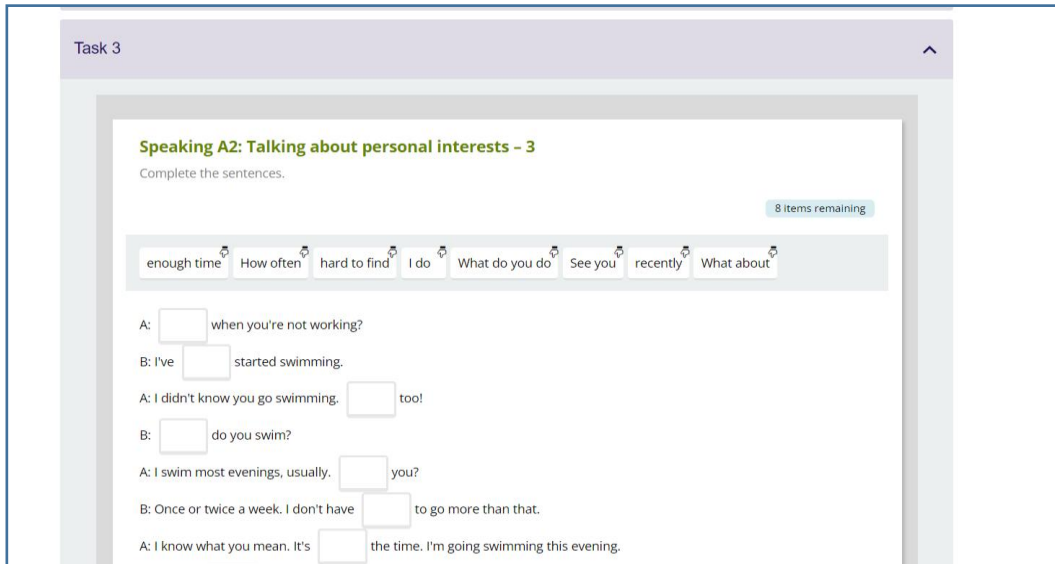
Picture 2.5.5



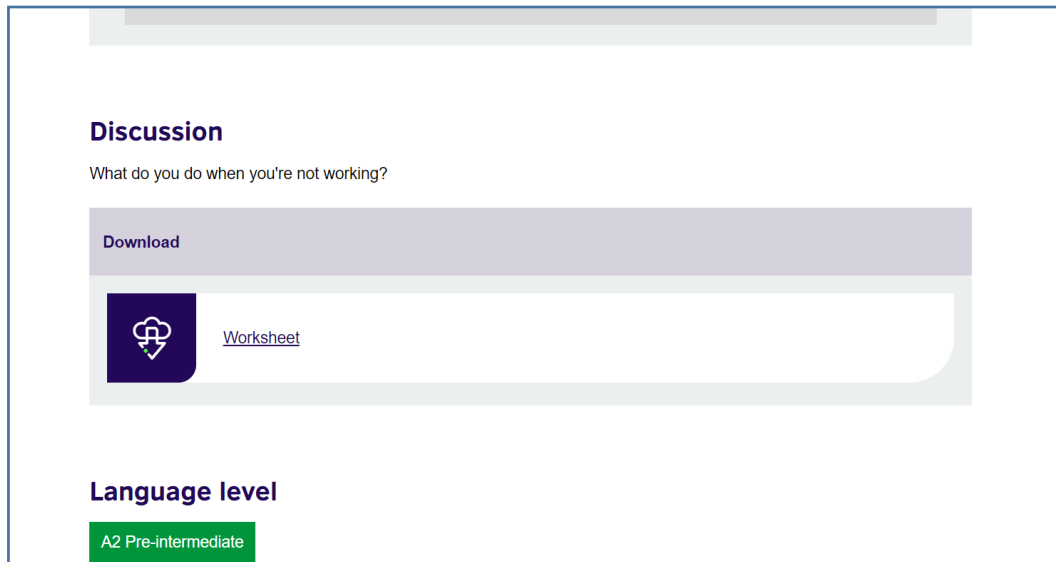
Picture 2.5.6



Picture 2.5.7



Picture 2.5.8



Picture 2.5.9

Picture 2.5.3 depicts a preparation task that students can engage in before watching a video. This task aims to enhance their comprehension and readiness for the upcoming video material. Following this, Picture 2.5.4 shows the video itself, with options available to display subtitles, which can aid in understanding the spoken content. Additionally, Picture 2.5.5 presents the transcript of the video, which can be used by students for practicing speaking skills, particularly in role-playing scenarios.

Moreover, the platform includes tests, as seen in Pictures 2.5.6 to 2.5.8, which add an evaluative dimension to the learning process. These tests provide students with feedback on their comprehension and retention of the material, helping them to gauge their progress and areas for improvement. Finally, Picture 2.5.9 illustrates that students have the option to download all tasks and key answers, allowing them to review and reinforce their learning outside of the platform. In essence, the British Council website emerges as a multifaceted and user-friendly hub, offering high school students a tailored and effective avenue for advancing their English language proficiency through a diverse range of engaging and interactive resources.

2.6 Previous Studies

There are relatively several previous studies have explored similar topics within this research area. Numerous studies have focused on the skill of speaking. Various researchers have employed platforms such as YouTube (Meinawati, et al., 2020; Khatimah, et al., 2023; Piannur & Rosita, 2023;) and tools like Elsa Speaking (Hanna, et al., 2022; Widyasari & Maghfiroh, 2023; Anggraini, 2022) in their investigations, while others have utilized resources from the British Council (Ali, et al.,2023; Putri & Franscy, 2022).

The first study to use YouTube as a teaching tool was ground breaking. It marked the beginning of exploring how online platforms like YouTube can be used for education. Meinawati, et al., (2020) investigated whether 10th graders at SMA IT Rahmaniya could improve their English speaking skills by using YouTube in their lessons. The process begins with observing classroom dynamics and

discussing challenges with the school's English teacher. After gaining approval, YouTube is incorporated into the teaching approach. Data collection happens during each session to track progress and effectiveness. The research showed that incorporating YouTube made learning more engaging and fun, which helped students become more confident and expressive in speaking English. This study suggests that digital platforms like YouTube can change the traditional classroom atmosphere, making learning more accessible and enjoyable for students.

Second, in a related study by Khatimah et al. (2023), the efficacy of YouTube Music Videos in enhancing transactional speaking skills among second-grade students at SMA Negeri 3 Sinjai Timur was investigated. Employing a pre-experimental research design involving pre-test and post-test assessments, the study aimed to evaluate the impact of integrating YouTube Music Videos into the classroom. The findings indicated a significant improvement in students' transactional speaking abilities following the implementation of this instructional approach. This research underscores the effectiveness of leveraging YouTube Music Videos as a pedagogical tool for cultivating transactional speaking skills in the classroom setting.

Third, the study conducted by Piannur and Rosita (2023), the impact of utilizing YouTube on the speaking skills of English as a Foreign Language (EFL) students in Indonesian senior high schools was examined. Employing a meta-analysis approach, the researchers synthesized findings from fourteen sources, including articles, journals, and theses retrieved from Google Scholar and Sinta. The study concluded that YouTube had a significant and positive effect on the speaking skills of both tenth and eleventh-grade students. This research highlights

the beneficial role of YouTube as a tool for enhancing EFL students' speaking proficiency in the Indonesian educational context.

Fourth, the study by Hanna et al. (2022), the effectiveness of the Elsa Speak app in improving students' speaking skills was explored through a quasi-experimental design. The study was using a quasi-experimental design control group and experimental group methodologies, included both pre-test and post-test assessments to measure the impact of the intervention. The findings revealed a significant improvement in the speaking abilities of students who used the Elsa Speak app compared to those in the control group. The research demonstrated that the app not only enhanced students' fluency and pronunciation but also offered a range of topics for personalized practice, contributing to a more engaging and effective learning experience. The study concluded that the use of Elsa Speak significantly benefitted the speaking skills of tenth-grade students at SMK Sahid Jakarta, highlighting the app's potential as a valuable tool for language learning.

Fifth, Widyasari and Maghfiroh (2023) examined the effectiveness of the ELSA Speak app, an AI-powered tool designed to enhance English pronunciation skills. Through a literature review of ten articles published between 2019 and 2023, the research highlighted ELSA Speak's strengths over other language learning applications. Notably, ELSA Speak uses artificial intelligence, including automatic speech recognition (ASR), to offer precise feedback on pronunciation accuracy. The ELSA Speak app has been proven to offer more effective learning opportunities for improving speaking skills, thereby increasing learners' interest in English language acquisition.

Sixth, Anggraini (2022) explored the effectiveness of the ELSA Speak app as a tool for enhancing students' pronunciation skills. Conducted as Action Research, the study aimed to assess improvements in pronunciation through the use of the ELSA Speak Application across three cycles, with student scores increasing from an average of 70 in the first cycle to 75 and 80 in the subsequent cycles. The findings indicate that the ELSA Speak app significantly aids students in pronouncing words more easily and effectively. While technology serves as an aid in language learning, the essence of effective teaching also relies on the teacher's ability to manage classroom activities and understand student needs. Therefore, English teachers are encouraged to incorporate the ELSA Speak app into their teaching strategies for pronunciation instruction, recognizing it as a valuable technological resource in language education.

Seventh, Ali, et al., (2023) investigated students' perceptions of using the British Council website for enhancing English language skills, utilizing a quantitative approach with 20 participants from the English Education Program at IAIN Kediri. Through questionnaires, the study found a general consensus among students that the website effectively aids in practicing speaking skills, with the highest agreement on its usefulness for speaking practice and the lowest on disagreement points. The research concluded that the British Council website is an effective tool for both teachers in delivering material and for students in boosting their motivation to speak English. Overall, the study highlights the website's role in facilitating online learning and improving students' speaking abilities, with positive feedback from the majority on its attractiveness, effectiveness, relevance, and motivational impact.

Eighth, Putri and Franscy, (2022) looked at how the British Council website is used for teaching English and what problems learners face. This research used a qualitative case study method with 20 students and 5 teachers from different schools, chosen through a Stratified Random Sampling technique. Data was collected through interviews, observations, questionnaires, and documentation. The study found that 55% of students found the website very interesting. However, students had issues due to poor internet connections or lack of data. The research concluded that the British Council website is an effective and enjoyable tool for learning English. It recommended that schools provide more support, like sufficient internet data for teachers and students, to help them use the website better. This support would make it easier for teachers to conduct various online teaching activities, making the British Council website a great resource for students to improve their English skills.

Building on previous studies that explored the enhancement of speaking skills through various digital platforms such as YouTube, the ELSA Speak app, and the British Council website, this research aims to delve deeper by incorporating a specific instructional technique role play within the framework of the British Council website. The researcher chooses the British Council website as a medium for teaching speaking because it provides high-quality, authentic materials specifically designed for English language learners, ensuring reliable and engaging content that aligns with educational standards. The studies above have uniformly reported positive outcomes in general speaking skill development through the innovative use of media. This research sets out to bridge this gap by implementing role play as a targeted technique to maximize the efficacy of the British Council

website in teaching speaking skills. The researcher aims for this three-session treatment to enhance students' speaking effectively. Students will progressively improve their speaking skills using the British Council website throughout three treatment sessions. In the first session, they will be introduced to the website's features and learn how to use its resources for speaking practice. The second session will involve engaging in specific speaking activities and preparing for role-playing exercises. Finally, in the third session, students will participate in a practice session where they perform the prepared role plays, applying the skills they have developed. This study aims to provide a detailed exploration of how role play can enrich the learning experience, offering a nuanced understanding of the website's potential to increase speaking proficiency more engagingly and effectively.

CHAPTER III

RESEARCH METHOD

This chapter outlines the steps taken within the applied method to ascertain solutions for identification problems. Nevertheless, it encompasses aspects such as research design, data sources, research instruments, the collection of data, and the subsequent analysis of the gathered information.

3.1 Research Design

The purpose of this study is to determine whether the British Council website role play is effective in improving students speaking skills. The research design stands as the foundational cornerstone upon which the entire research process is constructed. Jaya (2020) states that research methodology is the rational, empirical, and systematic scientific approach used by researchers in a discipline to conduct research activities. The research employs a quantitative technique as its primary methodological approach. Quantitative methods involve the collection and analysis of numerical data, allowing for a systematic and structured investigation of the research questions.

According to Creswell (2014), the most common research designs in education involve comparing two or more groups. The two primary types are true experiments and quasi-experiments. The researcher wants to use intact groups due to factors like participant availability setting. Quasi-experiments still involve assigning participants to groups, but unlike true experiments, this assignment is not done randomly. Random assignment is not always feasible due to practical limitations. These designs involve the systematic examination by the researcher to

ascertain whether specific activities or materials have a discernible impact on the outcomes for participants. Furthermore, in the context of this particular study, the experimental designs will be implemented, indicating that only one group out of the two under consideration received a designated treatment. The selected group underwent both pre- and post-tests to assess and evaluate the outcomes resulting from the administered treatment. The researcher is employing a pre-test and post-test design, following the methodology outlined by Creswell (2014).

Table 3.1 Pre-test and post-test design

Test	Group	Treatment	Test
Post-test	Control	No Treatment	Post-test
Post-test	Experimental	Treatment	Post-test

In the research process, particularly in experimental studies, participants are typically divided into two distinct groups: the control group and the experimental group. This group serves as a fundamental structure for investigating the impact of a specific treatment. The control group functions as a baseline or comparison group, mirroring the experimental group in all aspects except for the key variable being tested. On the other hand, the experimental group receives the designated treatment, allowing researchers to assess the effects of the manipulated variable. The utilization of both control and experimental groups enhances the internal validity of the study, helping researchers draw more reliable conclusions about the causal relationship between the treatment and observed outcomes.

3.2 Subject of the Research

The process of selecting research subjects involves several stages, encompassing the identification of the broader population, the application of sampling techniques, and the final determination of the specific sample for the study. Below are the details of the research subject:

1. Population

The research focuses on the student population enrolled at senior high school 11th during the academic year 2024/2025.

2. Sampling

The selection of students is conducted through random sampling methods. It guarantees an unbiased, inclusive, an equally probable representation of the population (Noor et al. 2022)

3. Sample

According to Brysbaert, M. (2019), in experimental research involving both an experimental group and a control group, it is recommended that each group consists at least 15 students. Hence, for this particular study, each group is expected to include 16 students.

3.3 Research Instrument

According to Creswell (2014), instrument, in the context of research, serves as a crucial tool for quantitatively measuring, observing, or documenting data. These instruments, which encompass a range of tools such as tests, questionnaires, tally sheets, logs, observational checklists, inventories, or assessment instruments,

are identified prior to the commencement of data collection. In the specific case of the researcher's objective to gauge students' speaking fluency, a test has been selected as the designated instrument. This strategic choice aligns with the researcher's intention to systematically assess and quantify the fluency of students in spoken communication. This research adopts a rubric-based measurement approach to assess and evaluate students' speaking fluency.

The researcher identified rubrics for measuring speaking: Brown (2001). After gathering the data, the speaking test recordings underwent analysis based on Brown (2001):

Table 3.3.1 Speaking scoring categories (Brown, 2001)

No.	Name	Categories	Score
1	A	Grammar	1-5
		Pronunciation	1-5
		Vocabulary	1-5
		Comprehension	1-5
		Fluency	1-5

The scoring system for language proficiency includes five categories: grammar, pronunciation, vocabulary, comprehension, and fluency, each rated on a scale from 1 to 5. A score of 1 indicates basic proficiency with frequent errors or limitations, while a score of 5 signifies native-like mastery. Higher scores reflect greater accuracy, complexity, and appropriateness in language use. For further details, please refer to Appendix 1.

3.4 Validity and Reliability

1) Validity

Content validity refers to the extent to which a measure thoroughly and appropriately assesses the skills or characteristics it is intended to evaluate (Peterson, P., 2009). In this study, content validity was used to ensure that the speaking conversation situations effectively aligned with the targeted skills. By involving expert judgment, the test items were systematically reviewed to confirm their relevance and comprehensiveness in reflecting the learning objectives and real-world communication scenarios. This process ensured that all essential components of the speaking construct were thoroughly represented, avoiding any bias or gaps. Content validity was chosen as a critical method because speaking is a complex skill that requires authentic and practical assessment tasks. Ensuring content validity enhances the credibility of the test, providing reliable data that accurately measures the participants' speaking abilities within the study's framework.

2) Reliability

Inter-rater reliability refers to the extent to which two or more raters (or observers, coders, or examiners) agree in their evaluations, addressing the consistency of the implementation of a rating system (Lange, R.T., 2011). In this study, inter-rater reliability was employed to ensure that the scoring of participants' speaking performances was consistent and unbiased across different raters. Multiple trained raters evaluated the participants using a standardized rubric from Brown (2001). The agreement between the raters was analyzed to confirm the reliability of the scoring system. High inter-rater reliability indicates that the evaluation process is stable, consistent, and dependable, thereby enhancing the

credibility and trustworthiness of the study's results. This method was particularly important as speaking assessments often involve subjective judgments, and ensuring consistency among raters is crucial for maintaining the integrity of the findings.

According to Koo & Li (2016), ICC values range from 0 to 1 and can be interpreted as follows: values below 0.5 indicate poor reliability, values between 0.5 and 0.75 indicate moderate reliability, values between 0.75 and 0.9 indicate good reliability, and values above 0.9 reflect excellent reliability. An ICC value is considered reliable when it is ≥ 0.75 , as this signifies good to excellent reliability. However, in educational or social research contexts, an ICC value of ≥ 0.7 is often deemed sufficient, though higher values are generally preferred to ensure greater consistency and credibility.

3.5 Data Collection

The study was conducted in a month. In the first week, students took a pre-test and meet to become familiar with the British Council website. The treatment took place during the second and third weeks. The final week was the post-test.

1) Procedure in Treatment Phase

a. Control Group

The control group in this study was exposed to the traditional teaching method, characterized by conventional instructional approaches commonly employed in educational settings. These traditional teaching methods encompass established pedagogical techniques and materials traditionally utilized in classrooms,

providing a baseline for comparison against the experimental group undergoing a different instructional intervention. Additionally, the British Council website will not be used in the class.

b. Experimental Group

In this innovative instructional session, a group of 16 students had been divided into eight pairs, each armed with a laptop, to explore and enhance their speaking skills through the educational resources available on the British Council website. The carefully chosen videos and corresponding transcripts cover diverse topics, providing a rich and authentic context for language acquisition. The teacher's thoughtful selection ensures alignment with the curriculum while catering to the varied interests of the students. As they gather around their laptops, the students will not only watch the videos but actively engage with the accompanying transcripts, fostering comprehension, vocabulary enrichment, and a nuanced understanding of pronunciation. Additionally, the researcher has included a lesson plan for three times treatment in Appendix 2.

2) Procedure in Pre-test and Post-test Phase

Students completed the pre-test and post-test. There are two topics with three situation each topic for pre-test and post-test based on British Council website (Appendix 3). The students will choose the topic. Specifically, a student who took number one in the pre-test did not get number one in the post-test.

3.6 Data Analysis

In this research, the researcher assessed the homogeneity and normality of pre-test and post-test scores before and after students receive the treatment. Using SPSS (Statistical Package for the Social Sciences), the researcher employed Levene's Test for Homogeneity of Variances and Shapiro-Wilk Test for Normality to ensure the data meet the assumptions required for parametric testing. Theoretical frameworks such as Constructivist Learning Theory provided the basis for understanding the potential impacts of the educational intervention. Subsequently, paired t-tests and independent t-tests was used to analyze the data to determine whether the research hypothesis is accepted or rejected. This rigorous approach ensures that our conclusions are based on sound statistical analysis and contributes to a deeper understanding of the treatment's effectiveness.

During the statistical computation process, the researcher examines the data as follows:

1. the researcher administered the treatment due to the teacher's workload being too heavy.
2. experts teachers conducted pre-tests and post-tests at the school before and after the treatment.
3. the researcher added the data to a table for scoring assessment.

Table 3.5 Table for Scoring

Name of Student	Experimental Group		Control Group	
	Pre-test	Post-test	Pre-test	Post-test
A				

4. homogeneity of Variance Test: the researcher conducted Levene's test using SPSS to ensure that the variance of gain scores between the control and experimental groups is homogeneous.
5. to assess the normality of the data using the one-sample Kolmogorov-Smirnov test, the researcher first gathers the data sets for the variables in question. The hypotheses are stated as follows:

- 1) the null hypothesis (H₀) posits that the data follows a normal distribution;
- 2) the alternative hypothesis (H₁) suggests that the data does not follow a normal distribution.

The test statistic was calculated by comparing the differences between the observed cumulative distribution and the expected cumulative distribution for a normal distribution. This statistic is then compared to the critical value from the K-S table, which is determined by the sample size and the chosen significance level. If the test statistic is less than the critical value, the null hypothesis is not rejected, indicating that the data likely follows a normal distribution. Conversely, if the test statistic exceeds the critical value, the null hypothesis is rejected, suggesting that the data does not follow a normal distribution. The results are interpreted to conclude whether the data for the variables in the study are normally distributed based on the test outcomes.

6. statistical analysis:
 - 1) if the data are normally distributed and meet the assumption of variance homogeneity, perform parametric tests such as the paired t-

test to compare pre-test and post-test scores within a group, and the independent t-test to compare gain scores between the control and experimental groups.

- 2) if the data are not normally distributed or the assumption of variance homogeneity is not met, use non-parametric tests such as the Mann-Whitney U Test for independent data.

7. statistical Interpretation:

- 1) analyze the results of the statistical tests to determine if there is a significant difference between the control and experimental groups.
- 2) examine the p-value to determine statistical significance (usually $p < 0.05$ is considered significant).

8. the researcher determined whether the British Council website and the role-play technique have a significant impact on students' speaking skills.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter discusses aspects related to the findings and discussion of the study. These include describing the data, checking for normality and homogeneity, analyzing the data, testing the hypothesis, and engaging in a discussion.

4.1 Finding

In obtaining the data, the researcher utilized a research instrument. Subsequently, the data were meticulously analyzed. This analysis aimed to draw conclusions regarding the study's objectives. In this chapter, the researcher elaborated on the results, which are detailed as follows:

4.1.1 The Data Analysis of Pre-Test

In this phase of the test, the researcher administered an oral test to the participants. The students will be provided with a variety of topics to choose from, and they will engage in role-play based on the instructions provided for each topic (for detail go to appendix 3). For this study, the sample comprised 32 students, with 16 students assigned to the control group and 16 students to the experimental group who were selected for this research. Before being exposed to the British Council Role Play, which served as the treatment in this study, the students underwent a pre-test to assess their level of English-speaking skill. This was done to ensure that the appropriate treatment could be administered. As a result, the researcher utilized a rubric to evaluate the answer by the students. Additionally, the students' responses were evaluated by expert raters specializing in speaking skills. The final score was calculated by totaling the scores for each components and dividing the sum by five.

This method provided a clear and balanced assessment of their speaking abilities. Moreover, the normality, homogeneity, paired sample t-test and independent sample t-test result were gained from SPSS 20. The score is taken from the average of every aspect of speaking skill from Brown (2001). The results of the pre-test control group and experimental group are presented in Table 4.1 and Table 4.2.

Table 4.1 The Students' Score Control Group in Pre-test

No.	Name	Grammar	Pronunciation	Vocabulary	Comprehension	Fluency	Score
1	Student 1	1	2	1	2	1	1,4
2	Student 2	2	3	2	2	3	2,4
3	Student 3	1	3	2	2	2	2,0
4	Student 4	2	2	3	3	2	2,4
5	Student 5	2	1	3	2	3	2,2
6	Student 6	3	3	2	2	1	2,2
7	Student 7	2	3	2	3	2	2,4
8	Student 8	2	1	3	2	2	2,0
9	Student 9	3	1	2	3	3	2,4
10	Student 10	1	3	2	1	3	2,0
11	Student 11	2	1	3	1	2	1,8
12	Student 12	1	2	2	2	3	2,0
13	Student 13	1	2	2	1	2	1,6
14	Student 14	3	2	2	3	2	2,4
15	Student 15	1	2	1	2	1	1,4
16	Student 16	1	2	3	2	2	2,0
Average		1,75	2,06	2,19	2,06	2,13	2,0

The pre-test results for the control group were analyzed using Microsoft Excel. The data revealed that the highest score was 2.4, achieved by five students, while the lowest score was 1.4, recorded by two students. The overall average score for the group was 2. In terms of specific speaking aspects, the mean scores were as follows: grammar (1.75), pronunciation (2.06), vocabulary (2.19), comprehension (2.06), and fluency (2.13). These results indicate a moderate performance level

across the assessed areas, with vocabulary showing a slightly higher average compared to other components.

Table 4.2 The Students' Score Experimental Group in Pre-Test

No.	Name	Grammar	Pronunciation	Vocabulary	Comprehension	Fluency	Score
1	Student 1	2	2	2	2	2	2,0
2	Student 2	1	3	2	3	1	2,0
3	Student 3	3	2	1	2	3	2,2
4	Student 4	3	3	3	2	2	2,6
5	Student 5	1	3	3	2	3	2,4
6	Student 6	1	2	2	2	2	1,8
7	Student 7	1	2	3	3	3	2,4
8	Student 8	3	2	2	2	3	2,4
9	Student 9	2	2	3	2	2	2,2
10	Student 10	1	1	2	3	3	2,0
11	Student 11	2	2	2	2	3	2,2
12	Student 12	2	2	3	2	3	2,4
13	Student 13	2	2	2	1	1	1,6
14	Student 14	1	2	3	2	2	2,0
15	Student 15	2	2	2	2	3	2,2
16	Student 16	1	1	3	2	1	1,6
Average		1,75	2,1	2,38	2,1	2,31	2,1

The pre-test data for the experimental group were processed using Microsoft Excel. The analysis showed that the highest score, 2.6, was achieved by one student, while the lowest score of 1.6 was obtained by two students. The group's overall average score was 2.1. For individual speaking components, the mean scores were as follows: grammar (1.75), pronunciation (2.1), vocabulary (2.38), comprehension (2.1), and fluency (2.31). These figures suggest that vocabulary and fluency are relatively stronger areas for the group, with vocabulary having the highest average.

4.1.2 The Data Analysis of Post-Test

The post-test is conducted after three sessions of role-play activities using the British Council website as part of the treatment. In this phase of the post-test, the researcher conducted the test in the same manner as the pre-test. The post-test was administered with the aim of calculated the effectiveness of British Council website.

Table 4.3 The Students' Score Control Group in Post-Test

No.	Name	Grammar	Pronunciation	Vocabulary	Comprehension	Fluency	Score
1	Student 1	2	3	2	3	2	2,4
2	Student 2	1	4	3	2	3	2,6
3	Student 3	3	2	1	2	2	2,0
4	Student 4	2	3	2	2	3	2,4
5	Student 5	3	1	3	2	2	2,2
6	Student 6	1	2	2	2	3	2,0
7	Student 7	2	3	1	2	2	2,0
8	Student 8	2	1	2	3	3	2,2
9	Student 9	2	2	2	2	3	2,2
10	Student 10	3	2	3	3	2	2,6
11	Student 11	2	3	1	2	2	2,0
12	Student 12	2	2	3	3	3	2,6
13	Student 13	3	2	2	2	2	2,2
14	Student 14	2	3	2	2	3	2,4
15	Student 15	1	4	3	2	3	2,6
16	Student 16	2	3	4	3	2	2,8
Average		2,1	2,5	2,3	2,3	2,5	2,3

The post-test results for the control group were analyzed using Microsoft Excel. The highest score was 2.8, achieved by one student, while the lowest score was 2, recorded by four students. The overall average score increased to 2.3, compared to the pre-test average of 2. In terms of specific speaking aspects, the average scores were: grammar (2.1), pronunciation (2.5), vocabulary (2.3),

comprehension (2.3), and fluency (2.5). This shows an improvement across all areas, particularly in pronunciation and fluency, which saw notable gains compared to the pre-test scores.

Table 4.4 The Students' Score Experimental Group in Post-Test

No.	Name	Grammar	Pronunciation	Vocabulary	Comprehension	Fluency	Score
1	Student 1	2	2	3	3	3	2,6
2	Student 2	2	2	3	3	3	2,6
3	Student 3	3	2	3	3	3	2,8
4	Student 4	3	2	4	3	3	3,0
5	Student 5	2	3	3	3	2	2,6
6	Student 6	2	2	3	3	3	2,6
7	Student 7	2	2	4	4	2	2,8
8	Student 8	3	3	4	3	3	3,2
9	Student 9	3	2	3	3	3	2,8
10	Student 10	2	3	2	4	3	2,8
11	Student 11	2	3	3	3	3	2,8
12	Student 12	3	2	3	4	3	3,0
13	Student 13	2	3	3	3	2	2,6
14	Student 14	2	3	2	3	2	2,4
15	Student 15	2	3	2	3	3	2,6
16	Student 16	2	3	3	3	3	2,8
Average		2,3	2,5	3,0	3,2	2,8	2,8

The post-test results for the experimental group were processed using Microsoft Excel. The highest score was 3.2, achieved by one student, while the lowest score was 2.4, also by one student. The overall average score increased to 2.8, compared to the pre-test average of 2.1. The average scores for specific speaking aspects were: grammar (2.3), pronunciation (2.5), vocabulary (3.0), comprehension (3.2), and fluency (2.8). These results indicate a significant improvement across all areas, especially in vocabulary and comprehension, which showed notable gains from the pre-test.

3.1.3 Validity and Reliability Test

1) Validity

The results of the content validity analysis for the speaking conversation situations, as evaluated by experts, indicate that the test items are appropriate and aligned with the objectives of the study. The evaluation involved expert judgment Basori, M.S.Ed., language teaching professionals with extensive experience in English language speaking skills. The experts assessed the relevance of each test item to the targeted speaking skills, including fluency, vocabulary usage, and comprehension, in alignment with the study's goals. Based on their feedback, the conversation situations were deemed effective in measuring the intended constructs, with minor adjustments recommended to enhance clarity and contextual appropriateness. This validation ensures that the speaking test comprehensively represents the skills being assessed and is suitable for evaluating the participants' performance within the framework of this research.

2) Reliability

The reliability analysis was conducted with five participants who were assessed using the same set of questions and evaluated by the same examiners to test the ICC (Interclass Correlation Coefficient) reliability.

Table 4.5 Result of ICC Reliability Test

	Intraclass Correlation Coefficient						
	Intraclass Correlation ^b	95% Confidence Interval		F Test with True Value 0			
		Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures	.867 ^a	.186	.985	14.000	4	4	.013
Average Measures	.929 ^c	.314	.993	14.000	4	4	.013

The results of the Interclass Correlation Coefficient (ICC) analysis demonstrate that the speaking assessment achieved good to excellent inter-rater reliability. The Single Measures ICC value of 0.867 indicates good reliability for individual raters, meaning that their scores were consistent and dependable. Meanwhile, the Average Measures ICC value of 0.929 reflects excellent reliability, showing that the combined ratings from all raters were highly consistent. Both ICC values are statistically significant ($p = 0.013$), confirming that the observed agreement between raters was not due to chance. The analysis, conducted using a two-way mixed-effects model, highlights the effectiveness of the scoring rubric and the training provided to the raters in ensuring a reliable evaluation of participants' speaking skills. These findings support the robustness and credibility of the assessment tool used in this study.

4.1.4 Normally Test

A normality test must be done before conducting an independent samples t-test. The students' pre-test scores are used to determine whether the data is normally distributed. The results are as follows.

Table 4.5 Result of Test of Normality

		Tests of Normality					
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
Group		Statistic	df	Sig.	Statistic	df	Sig.
Score	Pre test control	.207	16	.066	.868	16	.026
	Pre test experimental	.164	16	.200*	.931	16	.255

The data is normally distributed as the significant value for the pre-test control group is 0.066 and for the pre-test experimental group is 0.255, both of which are greater than 0.05. Therefore, the assumption of normality is met for both groups in this study.

4.1.4 Homogeneity Test

A homogeneity test must be conducted before performing an independent samples t-test. The students' pre-test scores are used to assess whether the data is homogeneous and normally distributed. The results are as follows.

Table 4.6 Result of Test of Homogeneity

		Tests of Homogeneity of Variances			
		Levene Statistic	df1	df2	Sig.
Score	Based on Mean	.252	1	30	.620
	Based on Median	.271	1	30	.607
	Based on Median and with adjusted df	.271	1	29.586	.607
	Based on trimmed mean	.290	1	30	.594

The data is homogeneous since the significance values for Levene's test are as follows: Based on Mean (0.620), Based on Median (0.607), Based on Median

with adjusted df (0.607), and Based on trimmed mean (0.594). All these values are greater than 0.05, indicating that the variances are equal across the groups.

4.1.5 Paired Sample T-Test

A paired sample t-test was conducted to determine whether there was a significant difference between the pre-test and post-test results for the control group and Experimental Group.

a. Control group

Table 4.7 Result of Paired Sample T-Test Control group

		Paired Samples Test							Significance	
		Paired Differences								
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	One-Sided p	Two-Sided p
					Lower	Upper				
Pair 1	Pre-Test - Post-Test	-.3375	.4884	.1221	-.5977	-.0773	-2.764	15	.007	.014

The results showed that there is a significant difference since the two-sided p significance value is 0.014, which is less than 0.05. This indicates that the post-test scores are significantly different from the pre-test scores.

b. Experimental Group

Table 4.8 Result of Paired Sample T-Test Experimental Group

		Paired Samples Test					Significance			
		Paired Differences								
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	One-Sided p	Two-Sided p
					Lower	Upper				
Pair 1	Pre-Test - Post-Test	-.4125	.3138	.0785	-.5797	-.2453	-5.257	15	<,001	<,001

The results showed that there is a significant difference since the two-tailed significance value is less than 0.001, indicating that the post-test scores are significantly different from the pre-test scores.

4.1.6 Independent Sample T-Test

Independent samples t-test was conducted to determine whether there is a significant difference between the post-test results of the control group, which received traditional teaching methods, and the experimental group, which utilized role play based on the British Council website.

Table 4.9 Result of Independent Sample T-Test

		Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means							95% Confidence Interval of the Difference	
		F	Sig.	t	df	Significance		Mean Difference	Std. Error Difference	Lower	Upper	
						One-Sided p	Two-Sided p					
Score	Equal variances assumed	4.482	.043	-1.759	30	.044	.089	-.1625	.0924	-.3511	.0261	
	Equal variances not assumed			-1.759	24.478	.046	.091	-.1625	.0924	-.3529	.0279	

The results showed that there is a significant difference since the two-tailed significance value is 0.044, which is less than 0.05. This indicates that there is a statistically significant difference between the post-test scores of the control group and the experimental group.

4.2 Discussion

This quasi-experimental research aims to determine the effect of role-play techniques using the British Council website on the speaking performance of students at SMA xxx. The significance of this research lies in identifying how the use of role-play activities, combined with resources from the British Council, can enhance students' speaking skills. By employing effective role-play techniques, students can improve their speaking performance. The discussion will focus on the findings related to the role-play technique and its impact on students' speaking abilities.

4.2.1 The Effectiveness of Role-Playing Activities from the British Council Website on Students Speaking Skills

The findings indicate that both the control and experimental groups exhibited improvements in their speaking skills from pre-test to post-test. In the control group, which utilized traditional teaching methods, scores increased from a range of 1.4 to 2.4 in the pre-test to a range of 2.0 to 2.8 in the post-test. Conversely, the experimental group, which participated in role-playing activities, improved their scores from 1.6 to 2.6 become 2.4 to 3.2. While both groups demonstrated positive developments, it is essential to analyze the magnitude of improvement associated with each instructional approach to understand the effectiveness of the interventions implemented.

A comparative analysis of the average score changes reveals that the role-playing activities in the experimental group yielded a more substantial impact on enhancing speaking skills. The control group's average score increased by

approximately 0.4 points, while the experimental group's average score exhibited a more significant increase of 0.6 points. This suggests that the interactive and immersive nature of role-playing effectively promotes greater engagement and practice opportunities, leading to more pronounced advancements in fluency, vocabulary, and overall speaking proficiency compared to traditional methods.

Individual student progress further underscores the efficacy of the role-playing approach. Notably, Student 16 from the experimental group improved from a pre-test score of 1.6 to a post-test score of 2.8, reflecting a remarkable enhancement in speaking abilities. Additionally, other students in the experimental group also exhibited significant improvements across various assessment categories, particularly in vocabulary and fluency.

Previous studies have explored various media to improve students' speaking skills. Previous Researchers have examined platforms like YouTube (Meinawati et al., 2020; Khatimah et al., 2023; Piannur & Rosita, 2023) and tools such as Elsa Speaking (Hanna et al., 2022; Widyasari & Maghfiroh, 2023; Anggraini, 2022). Others have used resources from the British Council (Ali et al., 2023; Putri & Franscy, 2022), finding them effective for enhancing speaking abilities. Similarly, this research focuses on using the British Council website, specifically targeting speaking skills and from the data is effective. This aligns with Mayer's (1997) Multimedia Learning Theory, which emphasizes that learning is more effective when both images and words are combined, As learners process information through limited audio and visual channels, they actively organize and integrate new knowledge. This cognitive process enables them to make connections between new

information and existing knowledge, enhancing comprehension and retention. Additionally, Ramlatchan (2019) supports the idea that combining audio and visual tools enhances learning interactions.

Role-playing is a widely used teaching method in language classes that emphasize communication skills (Brown, 2004). The researcher uses the role-play technique because it focuses on speaking skills, aligning with Brown's (2004) theory, which states that role-playing is a widely used method in language classes that focus on communication skills and is effective based on the data. Similar to findings in previous research, role-playing enhances student engagement and provides opportunities for learners to apply their knowledge, experiences, and communication skills in practical scenarios (Irkinovich, 2022). The researcher combines the use of the British Council website with role-playing and finds that integrating role-playing activities from the British Council website not only enhances overall group progress but also addresses the diverse learning styles and individual needs of students. This interactive approach fosters deeper learning and effectively bridges theoretical concepts with real-world communication challenges, making it a valuable tool for improving speaking skills.

4.2.2 The Extend the British Council Website Effective or Not Effective

The pre-test and post-test data for both the control and experimental groups reveal notable differences in the effectiveness of the five assessed speaking aspects: grammar, pronunciation, vocabulary, comprehension, and fluency. In the control group, the pre-test results showed moderate performance across all areas, with grammar scoring 1.75, pronunciation 2.06, vocabulary 2.19, comprehension 2.06,

and fluency 2.13. After traditional instruction, the post-test results showed slight improvements, particularly in pronunciation (2.5) and fluency (2.5), while grammar (2.1), vocabulary (2.3), and comprehension (2.3) improved only marginally. These results suggest that traditional teaching methods had limited impact on vocabulary, comprehension, and grammar development, although they appeared more effective in improving pronunciation and fluency to some extent.

In contrast, the experimental group, which used role-playing activities, exhibited more significant improvements across all five aspects. The pre-test scores were lower, with averages such as grammar (1.75), pronunciation (2.1), vocabulary (2.38), comprehension (2.1), and fluency (2.31). However, the post-test results showed marked increases, especially in vocabulary (3.0) and comprehension (3.2), while fluency (2.8), pronunciation (2.5), and grammar (2.3) also improved. This indicates that role-playing activities were highly effective in enhancing vocabulary and comprehension, offering a more interactive and engaging learning experience than traditional methods. Although grammar, pronunciation, and fluency improved less dramatically, the experimental group still outperformed the control group in these areas, demonstrating that role-playing facilitated more well-rounded language skill development.

CHAPTER V

CONCLUSION AND SUGGESTION

Chapter five presents the conclusions and suggestions from this study. A summary of the research is provided through conclusions based on the findings discussed in the previous chapter. Additionally, suggestions are offered as potential recommendations derived from the completion of the research.

5.1 Conclusion

In conclusion, the findings of this study reveal a clear contrast between the speaking skill development of the control and experimental groups. The control group, which followed traditional teaching methods, showed only minor improvements in pronunciation and fluency, while grammar, vocabulary, and comprehension saw minimal gains. These limited changes suggest that conventional instruction may not be effective in fully addressing the critical aspects of speaking skills.

On the other hand, the experimental group, which engaged in role-playing activities from the British Council website, experienced substantial improvements in all five areas, particularly in vocabulary (increasing from 2.38 to 3.0) and comprehension (rising from 2.1 to 3.2). Fluency also saw a significant boost, alongside grammar and pronunciation. These results strongly highlight the impact of role-playing on enhancing speaking skills. The interactive nature of role-playing allows students to apply language in real-world contexts, leading to greater mastery of vocabulary, fluency, and comprehension. This suggests that the British Council's

role-playing methodology is not only effective but superior to traditional methods in fostering meaningful progress in speaking skills. Therefore, incorporating such innovative techniques into language programs can lead to more dynamic and effective learning outcomes for students.

5.2 Suggestion

Based on the findings and conclusions of this study, several recommendations can be made for different stakeholders involved in English language teaching and learning. These suggestions may also provide valuable insights for future researchers interested in exploring the use of role-playing activities and other methods to enhance speaking skills.

1. English Teachers

English teachers are encouraged to incorporate role-playing activities, particularly those from the British Council website, into their teaching practices. The significant improvement observed in students' speaking skills, particularly in vocabulary, fluency, and comprehension, suggests that these activities provide meaningful, practical opportunities for language use in real-life scenarios. Teachers should combine these activities with other interactive methods to further engage students and promote speaking proficiency.

2. EFL Students

Students learning English as a foreign language (EFL) should take an active role in their own learning by engaging in role-playing activities both in and outside the classroom. These activities not only enhance speaking skills but

also build confidence in using the language spontaneously. Students can also supplement these activities with additional resources from the British Council or other reputable sources to further improve their fluency and communication skills.

3. Future Researchers

This study focused primarily on the role of British Council-based role-playing activities in improving specific aspects of speaking skills: vocabulary, fluency, and comprehension. Future researchers could expand on this work by exploring how these activities affect other components of speaking, such as pronunciation or pragmatic competence. Additionally, interviews with students and teachers could provide deeper insights into the effectiveness of role-playing activities and other modern teaching methods. Finally, future research might consider comparative studies with other interactive methods, such as debates or group discussions, to further examine their impact on students' speaking skills.

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Appendix 1

Appendix: Rubric

Evaluating speaking proficiency involves assessing grammar, vocabulary, pronunciation, fluency, and comprehension. This rubric provides a structured way to measure how effectively a person communicates. Grammar is evaluated based on the accuracy and complexity of sentence structures. Vocabulary assessment considers the range and appropriateness of word usage. Pronunciation is judged on clarity and correctness. Fluency measures the smoothness and coherence of speech, including the rate of speaking and the frequency of pauses. Comprehension evaluates how well the speaker understands and responds to spoken language. Detailed criteria and examples help to measure and interpret these speaking proficiency scores effectively.

Table 1 Rubric Brown (2001)

No.	Category	Score	Description
1.	Grammar	1	Grammar errors are frequent, but the speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
		2	Can usually handle elementary constructions quite rarely but does not have thorough or confident control of the grammar,
		3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most

			formal and informal conversations on practical, social, and professional topics.
		4	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare,
		5	Equivalent to that of an educated native speaker.
2.	Pronunciation	1	Errors in pronunciation are Frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
		2	Accent is intelligible though often quite faulty
		3	Errors never interfere with understanding and rarely disrupt the native speaker, Accent may be obviously foreign.
		4	Errors in pronunciation are quite rare
		5	Equivalent to and fully accepted by educated native speakers.
3.	Vocabulary	1	Speaking vocabulary inadequate to express anything but the most elementary needs.
		2	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.

		3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.
		4	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.
		5	Speech on all levels is fully accepted by educated native speakers in all its features, including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.
4.	Comprehension	1	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech repetition, or paraphrase.
		2	Can get the gist of most conversations of non-technical subjects (L.e., topics that require no specialized knowledge).
		3	Comprehension is quite complete at a normal rate of speech.

		4	Can understand any conversation within the range of his experience
		5	Equivalent to that of an educated native speaker.
5.	Fluency	1	(No specific fluency description. Refer to the other four language areas for the implied level of fluency.)
		2	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family, and autobiographical information.
		3	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.
		4	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.
		5	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.

Validated Tuesday, June 6th 2024

Appendix 2

Appendix: Lesson plan based on curriculum K-13

LESSON PLAN 1

A. School Identities

School : Senior High School
Grade : XI
Time : 60 Minutes (one meeting)

B. Learning Goals

1. Students will be able to operate the British Council website.
2. Students will navigate the British Council website to find relevant resources.

C. Learning Method

1. Model : Collaborative Learning
2. Method : Discussion

D. Media, tool, and, learning resources

1. Media : British Council Website
2. Tool :
 - 1) Laptop/Computer
 - 2) Projector
3. Learning Resources : British Council Website

E. Learning activity

Activity	Description	Time
Pre-Activity	<ol style="list-style-type: none">a. Greetings.b. Praying, taking attendance, and asking current learning material. Example of questions:<ol style="list-style-type: none">1. What did you learn last week in English class?c. Explain the purpose and benefits of learning material.<ol style="list-style-type: none">1. For the purpose of this study you will be familiar with great website that is British Council.	10'

	d. Convey the stages of learning activities in the meeting.	
Main-Activity	<p>Carrying out steps of learning activities using the traditional classroom approach with power point:</p> <ul style="list-style-type: none"> a. The teacher explains the kinds of English language skill they include <ul style="list-style-type: none"> a) explaining the four main language skills: listening, speaking, reading, and writing. b) discuss how each skill is important for overall language proficiency. c) emphasize the role of speaking skills in effective communication and how they help in real-life situations. b. The teacher introduces the speaking skills which include <ul style="list-style-type: none"> a) define speaking skills and explain why they are crucial for language learners. b) break down speaking skills into key components such as grammar vocabulary comprehension fluency pronunciation c) explain how speaking skills will be the focus of the lesson and future lessons. c. The teacher introduces the British Council website. It covers <ul style="list-style-type: none"> a) provide an overview of the British Council website and its significance as a language learning resource. b) highlight key features and components of the British Council website, emphasizing its value in language learning. c) explain how the British Council website will be incorporated into the lesson plans and future 	40'

	lessons to enhance language learning experiences.	
Post-Activity	a. Teacher ask some following questions: a) What did you learn? b) What do you think about British Council Website?	10'

LESSON PLAN 2

School Identities

School : Senior High School
 Grade : XI
 Time : 60 Minutes (one meeting)

Learning Goal

1. Students are able speak with topic “Apologising” through video in British Council website.

Learning Method

3. Model : Collaborative Learning
4. Method : Role-Play

Media, tool, and, learning resources

4. Media : Website
5. Tool :
 - 3) Laptop/Computer
 - 4) Projector
6. Learning Resources : British Council Website

Learning activity

Activity	Description	Time
Pre-Activity	e. Greetings. f. Praying, taking attendance, and asking current learning material. Example of questions: 2. What did you learn last week in English class? g. Explain the purpose and benefits of learning material. 1. For purpose of this study is to do role play based on topics in British Council website. h. Convey the stages of learning activities in the meeting.	10’
Main-Activity	Carrying out a steps of learning activities using the Collaborative Learning approach: d. Demonstrate a speaking activity using a video from the British Council. Using the following link:	40’

	<p>Link : https://learnenglish.britishcouncil.org/skills/speaking/a2-speaking/apologising</p> <p>e. Students practice the topic from the video by following below steps:</p> <ul style="list-style-type: none"> a) pair up students in groups of two b) distribute the transcript of the video and ask students read. c) assign roles of the person in the video and ask them to practice. d) Switch roles. <p>f. The teacher provides feedback and assistance during the students practice the dialogue.</p>	
Post-Activity	<p>a. Teacher ask some following questions:</p> <ul style="list-style-type: none"> a) What did you learn? <p>b. Teacher gives task for next meeting:</p> <ul style="list-style-type: none"> a) students choose a topic from the British Council website and prepare a role play for next meeting. <p>c. Pray together and convey greetings.</p>	10'

LESSON PLAN 3

School Identities

School : Senior High School
 Grade : XI
 Time : 60 Minutes

Learning Goals

Students are able speak with topic “meeting new people” through video in British Council website.

Learning Method

5. Model : Collaborative Learning
 6. Method : Role-Play

Media, tool, and, learning resources

- 7. Media : British Council Website
- 8. Tool :
 - 5) Laptop/Computer
 - 6) Projector
- 9. Learning Resources : British Council Website

Learning activity

Activity	Description	Time
Pre-Activity	i. Greetings. j. Praying, taking attendance, and asking current learning material. Example of questions: 3. What did you learn last week in English class? k. Explain the purpose and benefits of learning material. 2. For purpose of this study is to do role play based on topics in British Council website. l. Convey the stages of learning activities in the meeting.	10'
Main-Activity	Carrying out a steps of learning activities using the Collaborative Learning approach: <ul style="list-style-type: none"> g. Demonstrate a speaking activity using a video from the British Council. Using the following link: h. Link : https://learnenglish.britishcouncil.org/skills/speaking/a1-speaking/meeting-new-people 	40'

	<ul style="list-style-type: none"> i. Students practice the topic from the video by following below steps: <ul style="list-style-type: none"> e) pair up students in groups of two f) distribute the transcript of the video and ask students read. g) assign roles of the person in the video and ask them to practice. h) Switch roles. j. The teacher provides feedback and assistance during the students practice the dialogue. 	
Post-Activity	<ul style="list-style-type: none"> d. Teacher ask some following questions: <ul style="list-style-type: none"> b) What did you learn? e. Teacher gives task for next meeting: <ul style="list-style-type: none"> b) students choose a topic from the British Council website and prepare a role play for next meeting. f. Pray together and convey greetings. 	10'

Appendix 3

Pre Test and Post Test

The students will select one topic for the pre-test, and the remaining topic will be used for the post-test.

Context = **Apologizing**

Setting = Library

Situation 1 = Student 1 apologize to Student 2 for causing him/her to fall over. Make sure to express that student 1 didn't mean to hurt him/her and ask if he/she is okay.

Situation 2 = Student 1 realizes they forgot to return a book he/she borrowed from Student 2 for a class assignment.

Situation 3 = Student 1 arrives late to a group meeting for a class project, where the other student 2 have already started doing the project.

Context = **Meeting new people**

Setting = Classroom/Library/Canteen

Situation 1 = Student 1 from a different school, notices Student 2 is sitting alone in the classroom. Student 1 decides to introduce him/herself to student 2.

Situation 2 = As Student 1 sees Student 2 reading alone in the library, He/She take the opportunity to introduce him/herself and make up a conversation.

Situation 3 = Student 1, on their first day at a new school, notices Student 2 is sitting at a table in the canteen. Student 1 decides to introduce him/herself.

For participant

Context = **Apologizing**

Setting = Library

Situation 1 = Student 1 apologize to Student 2 for causing him/her to fall over. Make sure to express that student 1 didn't mean to hurt him/her and ask if he/she is okay.

Context = **Apologizing**

Setting = Library

Situation 2 = Student 1 realizes they forgot to return a book he/she borrowed from Student 2 for a class assignment.

Context = **Apologizing**

Setting = Library

Situation 3 = Student 1 arrives late to a group meeting for a class project, where the other student 2 have already started doing the project.

Context = **Meeting new people**

Setting = Classroom

Situation 1 = Student 1 from a different school, notices Student 2 is sitting alone in the classroom. Student 1 decides to introduce him/herself to student 2.

Context = **Meeting new people**

Setting = Library

Situation 2 = As Student 1 sees Student 2 reading alone in the library, He/She take the opportunity to introduce him/herself and make up a conversation.

Context = Meeting new people

Setting = Canteen

Situation 3 = Student 1, on their first day at a new school, notices Student 2 is sitting at a table in the canteen. Student 1 decides to introduce him/herself.

