

THESIS

USING ROLE-PLAY TECHNIQUE TO IMPROVE VOCATIONAL STUDENTS'

SPEAKING ABILITY



MARIA HELENA BEKA

Reg. Number: 12121028

ENGLISH EDUCATION STUDY PROGRAM

TEACHER TRAINING AND EDUCATIONAL SCIENCES FACULTY

WIDYA MANDIRA CATHOLIC UNIVERSITY KUPANG

2025

APPROVAL SHEET

THESIS

USING ROLE-PLAY TECHNIQUES TO IMPROVE VOCATIONAL STUDENTS'
SPEAKING ABILITY

Approved by

Advisor I



P. Dr. Ubaldus Djonda, SVD, S.Fil, MA

NIDN: 0829076201

Advisor II



Dra. Floribertha Lake, S.S., MA

NIDN: 0802046401

Acknowledged by

Head of English Education Study Program

Teacher Training and Educational Sciences Faculty

Widya Mandira Catholic University

Kupang



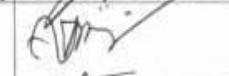
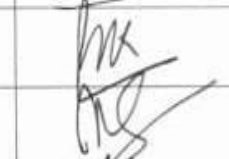
Dr. Elvis Albertus Bin Toni, S.Pd, MA

NIDN: 0823028101

EXAMINATION BOARD

This Thesis was defended on July 17, 2025

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No	Name	Position	Signature
1	Dr. Madar Aleksius, M. Ed	Chair Man	
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5	P. Dr. Ubaldus Djonda, SVD, S. Fil, MA	Examiner 3	

Acknowledged by

Dean of FKIP Widya Mandira

Catholic University


Dr. Madar Aleksius, M. Ed

NIDN: 0829076201

Head of English Study Program of

Widya Mandira Catholic University


Dr. Elvis Albertus Bin Toni, S. Pd, MA

NIDN: 0823028101

PERNYATAAN ORISINALITAS

Yang bertandatangan di bawah ini:

Nama Mahasiswa : Maria Helena Beka
No Registrasi : 12121028
Fakultas/Program Studi : Keguruan Dan Ilmu Pendidikan/ Pendidikan Bahasa Inggris

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Kupang, 10/3/2025

N. Maria Helena Beka

MOTTO

“The Future Belongs to Those Who Believe in the Beauty of Their Dreams.”

Eleanor Roosevelt

DEDICATION

I dedicate this writing to:

1. My father Donatus Marianus Sola who always tries to work in finding a living so that he can send me to school to this stage.
2. My mother Roviana Te'a who always supports and prays for me during the lecture process.
3. My beloved family who always gives their support during my study.

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The researcher realizes that there are still many shortcomings in writing this thesis. Therefore, various constructive inputs from any party will be accepted with pleasure by the researcher, so that they are useful for the researcher in achieving better results. Hopefully, this thesis can provide benefits for anyone who reads it, especially for students of the English Education Study Program who are interested in getting to know more about education.

Kupang, July 17th, 2025

ABSTRACT

This study titled, “The Use of Role-Play Techniques to Improve Vocational Students’ Speaking Ability,” investigates two primary research questions: (1) Can the role-play technique improve students' speaking skills? and (2) What are the impacts of using the role-play method on students’ motivation and confidence in speaking? The research was conducted at SMKN 3 Kupang and involved 26 tenth-grade students as research participants. The study was carried out over the span of one month and employed the Classroom Action Research methodology. It consisted of two cycles, each including the stages of planning, acting, observing, and reflecting. Data were collected through pre-tests, post-tests, and questionnaires designed to measure improvement in students' speaking skills, as well as their motivation and confidence levels. The findings revealed a substantial improvement in students’ speaking abilities following the implementation of the role-play technique. The average pre-test score was 64.19, with only 5 out of 26 students meeting the Minimum Completion Criteria of 75. After the completion of two instructional cycles utilizing role-play scenarios such as “buying and selling,” “ordering food,” “lost and found,” and “at the zoo,” the post-test average score increased to 84.03, with 22 out of 26 students successfully meeting or exceeding the Minimum Completion Criteria. These outcomes demonstrate notable progress, particularly in the aspects of pronunciation and fluency. Furthermore, the results of the motivation and confidence showed a significant positive change. The average score of students’ motivation and confidence increased from 16.2 on the pre-test questionnaire to 22.3 on the post-test questionnaire, indicating a shift from moderate to high levels of enthusiasm and self-assurance in speaking English. The students expressed greater enjoyment, an increased willingness to participate, and reduced anxiety during oral communication tasks. These findings suggest that the role-play technique fostered a more interactive, engaging, and psychologically supportive learning environment. In conclusion, the application of the role-play technique proved effective in improving both speaking proficiency and affective factors—namely, motivation and confidence—among vocational high school students. It is therefore recommended that English language teachers incorporate role-play activities regularly into their classroom instruction to promote more meaningful, communicative, and student-centered language learning experiences, especially in vocational education contexts where practical communication skills are essential.

Keywords: speaking ability, role-play, Classroom Action Research, motivation, confidence.

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