

**THE IMPLEMENTATION ROLE PLAYING METHOD IN IMPROVING
THE STUDENTS' SPEAKING SKILL BY ENGLISH TEACHER IN MAN
KOTA PALANGKA RAYA**

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ABSTRAK

This study endeavors to address the challenges faced by class XI Bahasa students at MAN Kota Palangka Raya in Palangka Raya City. A group comprising 29 students and a teacher constituted the subjects under examination. The identified issue within class XI Bahasa pertains to students' proficiency in English speaking skills. To combat this obstacle, the researcher employed the Role Playing method to gauge its efficacy in enhancing students' speaking abilities, facilitated by an English teacher at MAN Kota Palangka Raya. The material utilized in the Role Playing method focused on students' utilization of suggestions and offers. This study adopted a descriptive qualitative research design and was conducted in collaboration with an English teacher from MAN Kota Palangka Raya, who participated as an educator and observer. The research model followed Sugiyono's framework, which entailed stages encompassing data collection, reduction, display, and drawing conclusions in each cycle. This study comprised a single session lasting 2 hours and 30 minutes, involving the subjects. The researcher employed various data collection instruments such as Observation, Interview, and Documentation. Subsequent to the implementation of this research, the researcher investigated how the English teacher utilized and assessed the Role Playing method in enhancing the speaking skills of class XI Bahasa students. This evaluation was gauged through a scoring rubric measuring students' speaking proficiency against the predetermined completeness standard (KKM). The findings revealed that the Role Playing method contributed significantly to the improvement of students' speaking skills at MAN Kota Palangka Raya, aligning with the established research objectives and affirming its efficacy in the educational setting.

Kata Kunci: Implementation, Role Play method, Speaking Skill.

INTRODUCTION

Implementation involves executing a meticulously prepared plan into action. It typically follows thorough planning, ensuring that the execution is based on a well-prepared and clear plan. The process of implementation furnishes the necessary means to bring about an impact or consequence on something (Sukaryati & Siminto, 2022, p. 156).

Teaching encompasses the endeavor to impart knowledge to students, aiming to facilitate their acquisition of information. Teachers fulfill multifaceted roles in the teaching and learning process that extend beyond mere knowledge transmission. They serve as motivators, organizers, and facilitators, actively engaging students to foster effective learning. The subsequent task involves a comprehensive reevaluation of teaching and learning methodologies. Speaking involves the conveyance of information through words or sentences, serving as a mode of communication with others. It encompasses the utilization of diverse language based on the speaker's manner of expression.

As per Harmer, speaking constitutes a natural means for individuals within a society to articulate their thoughts, with thinking being regarded as a type of social action (Admin et al., 2020, p. 2). Speaking ability is the ability to compose meaningful and coherent sentences for the purpose of effective communication. Phrases can be used as a communication tool to show differences in people's behavior as well as people's feelings and goals in various societies. Effective communication is influenced by various psychological characteristics, such as shyness,

low self-esteem, and high tongue tension. In addition, a person's level of self-confidence influences his or her ability to speak spontaneously, honestly, and ethically (Admin et al., 2020, p. 3).

Based on the opinion regarding the meaning of speaking which has been described above, it can be concluded that speaking is articulate words and effectively communicate intentions, ideas, thoughts, and emotions that have been developed and adapted to meet a person's needs. Along with the importance of speaking skill for a person Special attention needs to be paid to acquiring and honing these abilities. It is important to understand that mastery of speaking skills requires deliberate learning and regular practice, not just self-study.

During the incorporation of the role-playing method in the English language teaching process, it was observed that students exhibited decreased activity levels and voiced numerous complaints due to feelings of insecurity arising during the teaching sessions. For example, students are afraid of pronouncing grammatical errors, students have difficulty pronouncing sentences in English, and have difficulty communicating using English with other people. Upon the teacher's request for speaking or answering questions, students tend to opt for using Indonesian, despite possessing an extensive vocabulary. At times, students experience confusion or draw blanks when attempting to articulate their thoughts in English.

The utilization of the Role Playing method in teaching English at Islamic schools, as known by researchers, reveals a notable deficiency in quality. There exists an inadequacy in students' interpersonal intelligence and a lack of motivation to use English for communication during English lessons within the classroom setting. For example, students are afraid of pronouncing grammar incorrectly, students have difficulty pronouncing sentences in English and have difficulty communicating using English with other people. When we ask to speak or answer questions, students prefer to answer using Indonesian, even though they have a lot of vocabulary, students sometimes feel confused when they want to speak English or are blank; English Teacher in MAN Kota Palangka Raya MRS I.2023. "The implementation of role playing method in the English language teaching process and teaching English in Islamic school". Hasil Wawancara Pribadi: 17 thFebruary 2023, in MAN Kota Palangka Raya.

Role playing is a way of approaching material mastery that facilitates the acquisition of knowledge and skills by involving students in the active development of their imagination and fostering their appreciation of the subject matter. The role playing model can be characterized as an instructional strategy that merges objectivity and enjoyment in the educational process. Engaging in role-playing exercises can aid students in developing greater fluency as speakers. With the help of this method, students can actively participate in group discussions, which encourages students to collaborate with peers. In addition, it encourages students to dare to ask questions and provide answers in English by acting as a motivational tool. Students can increase their confidence in the area of speaking skill in English.

The pre-observation interviews conducted by the researcher in MAN Kota Palangka Raya with an English teacher, particularly in class XI Bahasa, revealed that students encountered difficulties in speaking English within the classroom setting. Among the students, a lack of confidence in speaking English was evident. Many students expressed fear of making pronunciation errors when communicating in English. When prompted by the teacher to respond and interact using English during class activities, nearly all students in class XI Bahasa opted for simplistic responses, exhibited signs of hesitation or stuttering while speaking, and occasionally resorted to using Indonesian instead of English in MAN Kota Palangka Raya.

The pre-observation interviews conducted by the researcher with a teacher from MAN Kota Palangka Raya unveiled the utilization of role-playing within the broader framework of English language learning. Specifically, the English teacher used this technique to present learning materials in the classroom, such as materials concerning suggestions and offers in English. Within class XI, the English teacher prompted students to assume roles corresponding to characters

depicted in the text, encouraging them to rehearse and repeat sentences found in the text.

The results of pre-observation interview that researcher conducted with several MAN Kota Palangka Raya students in Palangka Raya, the researcher found that students' problems in MAN Kota Palangka Raya occurred when students were learning English speaking skill. Students in MAN Kota Palangka Raya experience difficulty in pronouncing English vocabulary to communicate with each other, they are afraid of mispronunciation of grammar, students lack confidence when students are spoken to or asked to use English by the English teacher. Student in MAN Kota Palangka Raya chose to answer using Indonesian.

This research use the method role playing method for knowing the implementation role playing method in improving the students speaking skill by English teacher in MAN Kota Palangka Raya show good results after done the study can see from checklist observation sheet interview guidelines with teacher and student and scoring rubric speaking skill students. This research it also states that role playing method in making English lesson more interesting and enjoyable for the students. This method is suitable for improving the students' speaking skill class XI Bahasa in MAN Kota Palangka Raya.

Other research using the role playing method also states that there are improving the implementation role playing method in improving speaking skill students' by English teacher in MAN Kota Palangka Raya and than interested in using it role playing method to improving the students' speaking skill. The first research was conducted by Istiqomah (2020) With the title Improving Students' Speaking Skills Through Visual Media Model Assisted Role Playing in Naturalistic Elementary Schools. The objective of this research is to enhance the speaking skills of elementary school children during the second semester of the 2019/2020 academic year by employing role-playing strategies complemented by visual media. Employing the classroom action research (PTK) approach, this study integrated visual media and role-play learning techniques as educational tools. Data collection methods encompassed non-test approaches, including interviews, observations, and documentation. The observation data underwent quantitative descriptive analysis. The pre-cycle observation indicated a low score for students' speaking ability, with 79.41% categorized as poor and 20.58% as satisfactory. Upon evaluation in cycle I, students' speaking abilities were distributed across categories: 8.82% not good, 52.94% fair, 29.41% good, and 8.82% very good. Furthermore, 91.17% of students completed their coursework entirely. In cycle II, significant improvements were observed, with 85.29% falling into the good category and 14.70% in the very good category. Moreover, all students achieved a 100% completion rate, indicating comprehensive mastery of the course material. Therefore, the combined utilization of Role Playing and visual media has proven effective in enhancing students' speaking skill.

The second research was conducted by Melyawati (2022) with the title Application of the Audio Visual Assisted Role Learning Model to Improve Student Learning Skill in Front Office Subject at SMK Negeri 1 Kubu. The objective of this research is to evaluate the efficacy of role-play learning strategies and multimedia resources in addressing individual reservations among 11th-grade PH students at SMK Negeri 1 Kubu. This study adopts a two-cycle classroom action research approach, comprising planning, implementation, observation, and reflection stages. The participants involved 35 students from Class XI PH 1 at SMK Negeri 1 Kubu. Data collection methods included observations and recordings. Qualitative descriptive data analysis techniques were employed to meticulously organize information gathered from search procedures, observations, interviews, and field documentation. The research findings indicated a notable enhancement in front desk abilities among Class XI PH students at SMK Negeri 1 Kubu who utilized audio-visual-assisted role-play learning strategies. Initially, the pretest revealed that only 14.3% of students exhibited proficiency in these skills. However, after the intervention, this proportion increased by 28.6%, resulting in a completion rate of 42.9% for Cycle I. Subsequently, in Cycle II, there was a significant surge in student completion rates to 45.7%, culminating in an

overall success score of 88.6% for this cycle.

The third research was conducted by Ary D; Jacobs; LC, Irvine & Walker (2018) with the title Application of the Role Playing Method to Improve Speaking Skill. Findings from observations conducted at MIN 10 Southeast Aceh led researcher to identify problems in the field of speaking proficiency . It can be seen that lecturer often give lectures while giving verbal explanations, thus failing to actively involve students in the learning process. Things that are considered important by educators must be recognized by students and internalized, then stored in memory. Speaking ability is sometimes considered tiring and boring in learning activities, thus placing it in the lowest category. Through the use of role play techniques in class V MIN 10 Southeast Aceh, this research aims to determine teacher and student behavior and improve children's speaking abilities.

The research methodology employed in this study is Classroom Action Research (CAR). The research findings demonstrate a notable increase in teacher activity from Cycle I to Cycle II, rising from 73.95% to 94.79%. Moreover, there was a tangible improvement in student participation, escalating from 86.45% in Cycle I to 96.87% in Cycle II. Two testing cycles were conducted to assess students' speaking skills. Initially, 40% of students exhibited inadequate speaking skills in Cycle I. However, significant progress was observed in Cycle II, where the percentage of students demonstrating proficient speaking skills surged to 76%. This underscores the potential efficacy of employing the role-playing method to enhance the speaking abilities of Class V students at MIN 10 Southeast Aceh.

Fourth research was conducted by Nanan (2014) with the title Application of the Role Playing Method in Improving Children's Speaking Skill in the Pembina State Kindergarten in Bandung City. At Pembina State Kindergarten in Bandung City, the Role Playing method is implemented to assist students in enhancing their speaking skills. This study aims to gather empirical data concerning the utilization of role-playing techniques, the methodologies applied in their execution, and the overall efficacy of these approaches in bolstering children's speaking abilities at Pembina Kindergarten in Bandung City. The research is underpinned by a theoretical framework encompassing the utilization of role-playing as an educational strategy, the amalgamation of play and learning, and the domain of early childhood education. The methodology used in this research is qualitative research. This research includes various data collection techniques, including direct observation, interview techniques, literature studies, and documentation studies. The research findings indicate that when executed following a predefined schedule, the role-playing method proves to be highly effective within the framework of kindergarten supervision. Implementing role-playing strategies on a weekly basis serves the purpose of alleviating children's boredom while aiding teachers in generating narrative content for the children. The application of role-playing techniques at Pembina State Kindergarten has demonstrated significant effectiveness.

Fifth research was conducted by Euis Ningsih (2013) with the title Using Role Playing Method in Developing Early Childhood Language Skill. This study relates to the problem of the weak language skill of young children and the ineffective use of teaching techniques by teacher to improve their students' language skill. The aim of this research is to collect empirical evidence about the role playing approach used in early childhood education environments, namely in PAUD institutions, in terms of planning, implementation and educational outcomes. "As-Sidiq" is a term used to refer to people in the Islamic tradition. The theoretical basis of the research includes Early Childhood Education, learning theory, play theory, language development theory, and the function of tutors in advancing the language skills of young students. Qualitative methodology, particularly the case study approach, was employed in this research. Data collection methods comprised observations, interviews, and documentation studies. The research findings reveal that learning planning frequently involves reference to daily activity schedules. The role-playing approach was implemented through two simulations, resulting in an enhancement of children's language skills.

Sixth research was conducted by Dewi (2020) with the title *Teacher Perceptions of the Application of the Role Playing Method in Improving the Speaking Skill of Class IV Students at SDN 12 Manurunge, Tanete Riattang District, Bone Regency*. Conducted at SDN 12 Manurunge in the Tanete Riattang District of Bone Regency, this research employed a qualitative descriptive research methodology. The primary objective was to analyze teachers' perceptions regarding the implementation of the Role Playing approach aimed at enhancing the speaking abilities of fourth-grade students. The study aimed to investigate the challenges associated with applying the role-playing method to improve the speaking skills of fourth-grade students at SDN 12 Manurunge in the Tanete Riattang District of Bone Regency.

Conducting interviews and distributing questionnaires significantly facilitated the collection of research data. The data analysis process involved data reduction, data visualization, hypothesis formulation, and validation. The study's outcomes reveal the advantageous impact of employing role-playing techniques to enhance speaking abilities. Clear disparities between the stages before and after the teacher's implementation indicate notable improvements. Specifically, students displayed enhanced skills in comprehending concepts, articulating ideas, and taking ownership of their opinions.

Upon comparison of the aforementioned studies, several interrelated aspects with both similarities and differences emerge. The common thread among them is the utilization of the role-playing method, emphasizing its pivotal role in enhancing students' speaking abilities. This aspect is of particular significance and warrants heightened attention, especially among students at MAN Kota Palangka Raya. Noteworthy differences encompass the research subjects, locations, and objectives outlined in these respective studies.

The primary focus of this research revolves around utilizing the Role Playing method to teach speaking skills, particularly its implementation by English teachers to enhance students' speaking abilities at MAN Kota Palangka Raya. Employing a qualitative descriptive method, the study involves English teachers and students from Class XI Bahasa at MAN Kota Palangka Raya as its subjects.

RESEARCH METHODS

Research design used in this research was a descriptive qualitative method. Bamberger & Mabry (2019) defined qualitative research is a research approach that concentrates on investigating and comprehending the significance attributed to issues associated with human or social aspects by a collective of individuals and several separate persons. A set of research techniques recognized as the qualitative method generates descriptive data, encompassing personal information and the data's own descriptive aspects.

The approach used in this research was not to explain the variables in detail but rather to explain using a qualitative descriptive explanation method. Ary, D., Jacobs, LC, Irvine, and Walker (2018) The aim of this method was to enable researcher to describe current event and gain a thorough understanding of them as they occur in the field. This will make it easier to describe and collect information about the implementation role playing method in improving students' speaking skill by English teacher in MAN Kota Palangka Raya. The aim of this qualitative descriptive research was to provide a comprehensive explanation of a particular phenomenon and its characteristics. This research focus more on how events occur rather than the mechanisms or causes that cause them. Helaluddin (2019) This research used a qualitative approach, more precisely qualitative descriptive technique. In order for this research to be carried out successfully, researcher must be present in the field and actively involved.

The researcher played a pivotal role as the primary instrument, directly engaging in observations and direct conversations with the subjects under investigation. The participants in this study encompassed the English teacher and the Class XI Bahasa students at MAN Kota Palangka Raya. These individuals actively participated in teaching and learning activities centered

around role-playing materials within the Class XI Bahasa curriculum at MAN Kota Palangka Raya.

RESULT AND DISCUSSION

Researcher used various data collection techniques, such as direct observation, interview, and documentation. Researcher use a combination of observation interview and documentation to collect information about the implementation role playing method in improving the students' speaking skill by English teacher in MAN Kota Palangka Raya. Datass displayed and analyzed based on research questions, such as 1. How Does the implementation role playing method make by teacher English teacher in MAN Kota Palangka Raya, 2. How Does the the implementation role playing method use by English teacher in improving the students'speaking skill in MAN Kota Palangka Raya, 3. How Does the implementation role playing method evaluate by English teacher in improving the students' speaking skill in MAN Kota Palangka Raya. When conducting research, researcher found the following research findings:

1. The implementation role playing method make by teacher in improving the students' speaking skill in MAN Kota Palangka Raya

Based on classroom observation, with checklist observation. The implementation of the role-playing method conducted by the English teacher in enhancing students' speaking skills at MAN Kota Palangka Raya was found to be effective. Students demonstrated proficient fulfillment of the criteria associated with the role-playing method. They engaged well in the classroom learning process and enjoyed themselves. Via classroom observation, the investigator utilized non-testing methodologies including observation, interviews, and documentation. The outcomes of the research reveal that the teacher successfully cultivated a high standard of speaking skills among Class XI Bahasa students, as substantiated by the checklist observation sheet. Students exhibited adeptness in meeting the specified criteria, showcased creativity, maintained an active and confident demeanor, and enthusiastically engaged in role-playing activities during class sessions.

Teacher also feel happy teaching in class using this method, because it is easier to practice and teacher also have to be more creative in teaching this method. It can be concluded that the quality of role playing carried out by teacher in improving the students' speaking skills in MAN Kota Palangka Raya is good, for class XI Bahasa students. The role playing method also can improve speaking skill especially in speaking skill, using dialogue with the theme of suggestion and offer.

2. The implementation role playing method used by teacher in improving the students' speaking skill in MAN Kota Palangka Raya

From an interview conducted in the class with the English teacher of class XI Bahasa on Monday, 20th February 2023 at 9 am, the researcher observed the effective implementation of role-playing techniques in enhancing students' speaking skills in the Bahasa class. The utilization of this approach by the teacher, as acknowledged by Mrs. I, contributed positively to the students' learning experiences. Mrs. I mentioned that while teaching the Role-Playing Approach in class XI Bahasa, there weren't too many challenges encountered since the Bahasa class focuses on language learning, including various other languages such as Japanese and Arabic.

The Teacher in interview conducted by the researcher said that class XI Bahasa students There are two types of learning languages, namely mandatory English and English literature. Class XI Bahasa students learn English more often so that the students learning ability language is good, when compared with other classes. Role playing method for class XI Bahasa in MAN Kota Palangka Raya, Mrs.I said, there were no difficulties when teaching but easier, when students are asked to do a role play in class, students do it quickly , and if students in front of the class to speak , their speaking is good and their pronunciation is good. In general, role play is effective if calculated in terms of one hundred percent, but it is still not effective, because it also depends on the students.

The teacher in interview conducted by researcher said that the role playing method usually when the teacher teach role playing in class there are 30 until 35 students in a large class, so the students are not evenly divided to speak using this method. The students who can speak sometimes get a lot of participation in role playing, but the students who can not speak can not get much participation in role playing. Not all material can be used in the role playing method. The first semester for class XI Bahasa material suggestion and offer. That material used for role playing method Even the second semester for class XI Bahasa, it does not discuss material about the Role Playing method but it is still about letters.

The Teacher in interview conducted by researcher said that the use of the Role Playing Method was very useful for improving students' speaking skill because students had to use English, students practiced and adjusted students' facial expressions and body movements. How can students master the stage? How can students master the audience? How can students pay attention to the audience? Students when doing Role Playing and the atmosphere in the class during learning using this method is happy, because in the Role Playing Method students can express their feelings, so that students can play their roles well. All students in the class play this method. This method can make students happy, creatively active and responsible for motivating themselves in speaking English. This was also supported by class XI Bahasa student SAR from an interview in class, on Monday 13 March 2023 at 9 am. Student in interview conducted by researcher said that SAR had studied English using the Role Playing Method is fun because SAR likes learning English too. Subjects frequently used in the Role Playing Method are Arabic, English and Indonesian. SAR said that learning English using the Role Playing method can improve students' speaking skill using the Role Playing method Student can practice directly. How speak English, and SAR is also active in role playing in class.

This was supported by class XI Bahasa student, MSR from an interview in class, on Tuesday 14 March 2023 at 9 am. by using the role playing method. The subjects that often use the method in Role Playing are English, Arabic and Japanese, role playing method once a month for role play method . Role play is also very interesting for students , learning to speak and pronunciation in English, the Role Playing method can improve students speaking skill, because students have an interlocutor in speaking in role playing. MSR is also active in role playing in class.

This was also supported by class XI Bahasa student , INO from an interview in class, on Tuesday 24 March 2023 at 9 am. Student in interview conducted by researcher said that INO had learned to play roles in learning English. The role playing method has been used in Indonesian language and literature, Arabic, Japan , and also English, In using the role play method for English subjects, the role play method is rarely used. The role playing method is fun and interesting , because it can help INO speaks English, and help improve INO pronunciation too. This role playing method can also improve students speaking skill, because if there are friends they can correct them each other when speaking English. Role playing method can reduce pronunciation errors and students are also active in role playing in class.

Based on interview, class XI Bahasa the students become happier and more enthusiastic when the role playing method is used in their English language training. Many students believe that this teaching strategy will help them improve their speaking skill. Additionally, it is admirable that teacher use role playing to improve students speaking skill as this encourages increased creativity and engagement among children who are learning English.

3. The implementation role playing method evaluate by teacher in improving the students' speaking skill in MAN Kota Palangka Raya

From an interview class, on Monday 20 February 2023 at 9 am. The Researcher see that there are the implementation role playing method evaluated by English teacher that can be seen from documentation the student scoring rubric sheet with scoring rubric make by English teacher. In interview conducted by the researcher, the teacher said that when teaching the role playing

method in class XI, Bahasa was very useful for improving students' learning speaking skill because by using the role playing method students have to use English students have to practice and even speak English.

Students do not only speak English but students have to match their facial expressions to body movements, appearance control, how students can pay attention to the audience, when the student's role playing method is taking place. The implementation role playing method evaluated by teacher in improving the students' speaking skill is good. This be seen by using the scoring rubric for the Role Playing method according to KKM standards in MAN Kota Palangka Raya.

The consideration of previous research findings is crucial, acknowledging that they were gathered using diverse techniques such as checklist observation, interviews, and documentation. Subsequently, the researcher proceeds to present the current research findings for comparison with the theories discussed in the preceding chapter.

1. The Implementation Role Playing method make by English teacher in improving the students' speaking skill in MAN Kota Palangka Raya

From classroom observation, the researcher used non test techniques consisting of observation interview and documentation. The results of this research can be concluded that the researcher see that there is good implementation role playing method make by English teacher in the speaking skill of students in class XI Bahasa the role playing method held on one meeting, The learning objectives and competencies were explained by the teacher, who provided study materials for the students to learn from. Additionally, the teacher encouraged the students to engage in role-playing activities using the provided material during the class, as evident from the checklist observation sheet in the research. Students demonstrated proficient fulfillment of the criteria, showcasing their abilities to be creative, active, and confident while displaying enthusiasm in participating and learning through role-playing activities in class.

The Teacher also feels happy teaching in class using this method, because it is easier to practice and the teacher also have to be more creative in teaching this method. The role playing method is also effective for student in learning English, especially in speaking skill, using dialogue with the theme of suggestion and offer.

2. The Implementation Role Playing method used by English teacher in improving the students' speaking skill in MAN Kota Palangka Raya

Based on interview, in class the teacher and the student feel more happy and enthusiastic when the Role Playing method used in teaching English the role playing method held on one meeting. This strategy of teaching through role-playing can assist students in enhancing their speaking skills. Furthermore, the implementation of the role-playing method by the English teacher at MAN Kota Palangka Raya exhibits a commendable performance in improving the students' speaking abilities. The researcher see when this method used to the student in class Bahasa the student in class Bahasa can act scenario well about the material. When teaching the role play method in class XI Bahasa there are not too many challenges, because bahasa class are aimed for Bahasa students, the focus is lerning about languge and various other languages are studied such as japanese and arabic. This method encourages students to be more involved and creative, there by helping students learn English better.

3. The Implementation Role Playing Method evaluate by English teacher in improving the students' speaking skill in MAN Kota Palangka Raya

From the aforementioned scoring rubric, the evaluation of the implementation of the role-playing method by the English teacher in improving the students' speaking skills is deemed satisfactory during a single session. Among the twenty-nine students in class XI Bahasa, three students scored below the KKM standard. The students who received scores below the KKM were AM, MZ, and OB.

Evaluation of role playing method carried out by teacher in MAN Kota Palangka Raya showed good results in improving the speaking skill of class XI Bahasa the teacher gives score to

the student with KKM standar how the student play the characters in the scenario about the role playing method using scoring rubric.

Conclusion

Based on the results of research conducted by researchers, using observation, interview and documentation techniques regarding the Role Playing Quality in Improving the Students' Speaking Skill in class XI Bahasa, at MAN Kota Palangka Raya. The conclusions that can be conveyed in this research are as follows:

The utilization of the Role-Playing method by the English teacher aimed to enhance the speaking skills of Class XI Bahasa students. The teacher elucidated the learning objectives and competencies to be attained, providing materials for the students' learning process. Subsequently, students engaged in role-playing exercises during class, as evidenced by the checklist observation sheet in the research. Students adeptly met the outlined criteria, showcasing creativity, activity, and confidence while also displaying enthusiasm in actively participating and learning through role-playing activities in the classroom.

The implementation Role Playing method use by English teacher in improving the students' speaking skill in class XI Bahasa. the researcher see when this method used to the student in class Bahasa. The student in class Bahasa can act scenario well about the material can be seen from the interview guideliness sheet. Mrs. I said When teaching the role play method in class XI Bahasa there are not too many challenges, because bahasa class are aimed for Bahasa students, the focus is lerning about languge and various other languages studied such as japanese and arabic.

The implementation Role Playing method evaluated by English teacher in improving the students' speaking skill in class Bahasa. The teacher gives score to the student about learning process in the class can be seen from the students scoring rubic sheet. Mrs. I said, "When teaching the role playing method in class XI Bahasa role playing method is very useful for improving the students learning speaking skill because by using the role playing method the students have to use English, students have to practice and even speak English. Student not only speak English but student must adapt their facial expressions to body movements, appearance control, how student can pay attention to the audience, when the student's role.

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