THE EFFECT OF ROLE PLAY TECHNIQUE
ON YOUNG LEARNERS' SPEAKING ACHIEVEMENT

A THESIS

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SURABAYA
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Presented to Widya Mandala Catholic University Surabaya in partial fulfillment of the requirement for the Degree of Master in Teaching English as a Foreign Language

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I declare that this thesis is my own writing, and it is true and correct that I did not take any scholarly ideas or work from others dishonestly. That all the cited works were quoted in accordance with the ethical code of academic writing.

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This thesis entitled **The Effect of Role Play Technique on Young Learners' Speaking Achievement** prepared and submitted by Cendana Kriswidyanovita (8212717004) has been approved to be examined by the Thesis Board of Examiners.

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For the sake of the knowledge development, as a student of Master of English Language Teaching, The Graduate Program, Widya Mandala Catholic University Surabaya.

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I hereby approve my thesis entitled

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Cendana Kriswidyanovita

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ABSTRACT

Kriswidyanovita, C. (2021). ***The Effect of Role Play Technique on Young Learners' Speaking Achievement.*** Master Thesis. Graduate Program Master in English as a Foreign Language Widya Mandala Catholic University Surabaya. Advisor: Dr. Ruruh Mindari, M.Pd.

Key words: **young learners, speaking, role-play**

Teaching young learners to speak English as a foreign language is challenging because generally, they have limited English exposure outside the classroom. The practice of teaching speaking to the fifth graders in a private elementary school in Surabaya by asking the students to present a given topic with guidelines unexpectedly resulted in draft memorization. This study aims to find out whether there is any significant difference in the young learners' speaking achievement before and after being taught using Role Play technique. The research method was preexperimental using one group pre-test and post-test as her design. The pretest and post-test was analyzed using paired sample t-test with SPSS. The data shows a significant difference between the pre-test and post-test scores. The writer found t_o base on paired sample test above was (3.148) greater than t_{table} (2.093), it can be concluded that Ho is rejected and Ha is accepted. Therefore, there is a significant difference of the young learners' speaking achievement after being taught using Role Play. Accordingly, it can be concluded there was a significant increase in the speaking achievement of the participants before and after the treatments.