ABSTRACT

This study aims to determine the effectiveness of the use of role-playing techniques with the results of learning English students through lightning cards, to know the influence of the use of role-playing through flashcards to improve students' English language skills, and to determine the implementation of role-playing learning through flash cards. This research uses quantitative methods, namely quasi-experimental. The subjects of this study were eighth-grade junior high students located in Sidoarjo and involved 40 students as samples in this study. In the process of collecting data, researchers used assessment rubrics to measure students' ability to speak English. To find out the assessment rubric normally, researchers used Kolmogorov-Smirnov and Shapiro-Wilk to test normality. As for knowing the difference in learning outcomes, researchers can look at the results of the assessment rubric obtained from the experimental group and the control group. A significant influence in the use of role-playing techniques is indicated by a significance value (2-tailed) greater than 0.05. If the result has a significance value of not less than the level of 0.05 then, the hypothesis is accepted. It can be concluded that there is an influence in the use of role-playing techniques through flash cards because it can be seen from the results of the control group and the experimental group. There were differences in the scores of the two groups which showed that the use of role-playing techniques through flashcards affected the English learning outcomes of junior high school students.

Keywords: Role-Playing Techniques, Flash Cards, Speaking.