

**THE EFFECTIVENESS OF ROLE-PLAYING COMPARED TO DUBBING
IN TEACHING SPEAKING SKILLS FOR THE SEVENTH GRADE
STUDENTS AT MTsN 2 KEDIRI**

THESIS



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THESIS

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In partial Fulfillment of the Requirements

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I hereby declare that this thesis is my own original work. I realize that some ideas and statements in this thesis are taken from various sources, and all of them have been properly acknowledged and cited in the bibliography. I also declare that this thesis has not been submitted previously, either in whole or in part, for any academic degree at any university or institution. This thesis is submitted to fulfill one of the requirements for obtaining a Bachelor's Degree (S1) in The State Islamic University (UIN) Syekh Wasil of Kediri

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APPROVAL PAGE

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Demikian surat ini kami sampaikan. Atas perhatian dan kesediaannya, kami mengucapkan terima kasih.

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Demikian harap maklum atas perhatian dan kesediaannya, kami mengucapkan terima kasih.

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RATIFICATION SHEET

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**THE EFFECTIVENESS OF ROLE-PLAYING COMPARED TO DUBBING
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MOTTO

We've been through all the ups and downs, and we'll continue to go through it all.

No matter what the future brings, there's nothing left to fear. Let's go to the absolute present. To that super moment when we're at our strongest and standing at the top.

(Mark Lee)

Life is not just about chasing who is first; life is also not just about who is first but life is about complementing each other.

Don't be sad for too long. Be you, be unique, be crazy, and you are Beautiful.

(Ten Lee)

DEDICATION

Alhamdulillahirabbil'alamin, from the depth of my heart, this thesis is proudly dedicated to:

1. Beloved parents, who have been my greatest source of strength. Their endless love, prayers, sacrifices, and unwavering support have guided me throughout my academic journey. Without their encouragement and motivation, this thesis would not have been completed. With all my love and gratitude, may Allah always bless you.
2. Two beloved younger siblings, who have always been a source of motivation and encouragement.
3. The family, including grandparents, aunts, uncles, and all relatives, for their constant support, care, and prayers.
4. Sulfia Witda Agustina, for the strength, perseverance, and determination to keep going and complete this journey despite all challenges..

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This thesis, entitled The Effectiveness of Role-Playing Compared to Dubbing in Teaching Speaking Skills for the seventh grade students at MTsN 2 Kediri, would not have been accomplished without the support and assistance of many individuals. Therefore, I would like to express my sincere appreciation and gratitude to all those who have contributed to the completion of this thesis:

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4. Mrs. Dr. Sri Wahyuni, M.Pd., and Mr. Dr. Agus Edi Winarto, M.Pd., M.H., as the researcher's thesis advisors. I would like to express my deepest gratitude for their guidance, patience, constructive suggestions, and valuable support throughout the completion of this thesis.
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Finally, the researcher hopes that this thesis will be beneficial to the readers. However, the researcher realizes that this thesis is not perfect. Therefore, constructive criticism and suggestions are highly appreciated for future improvement.

The Writer, April 29th,
2026

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ABSTRACT

Agustina, S.W. (2026). The Effectiveness of Role-Playing Compared To Dubbing In Teaching Speaking Skills for the Seventh Grade Students At MTsN 2 Kediri. Thesis English Department, Faculty of Tarbiyah and Teaching Training, The State Islamic University (UIN) Syekh Wasil of Kediri.
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Key Words: *Speaking Skill, Role-Playing, Dubbing, Teaching Strategies*

Speaking is one of the essential skills in learning English; however, many students still face difficulties in expressing their ideas due to limited vocabulary and a lack of confidence. Therefore, appropriate teaching strategies are needed to improve students' speaking skills, such as role-playing and dubbing. This study aimed to investigate whether there are significant differences between students taught using role-playing and students taught using dubbing in teaching speaking skills.

This study used a quantitative approach with a quasi-experimental design. The sample consisted of 32 students in the experimental group and 31 students in the control group. The experimental group was taught using role-playing, while the control group was taught using dubbing. Data were collected through pre- and post-test speaking assessments and analyzed using a non-parametric test, the Mann-Whitney U test. Since the data were not normally distributed, the researcher used the Mann-Whitney U Test to analyze the difference between the two groups.

The results showed that the average score of the experimental group increased from 28.13 to 71.52, while the control group increased from 27.82 to 58.47. The Mann-Whitney U test results showed a significance value of $0.000 < 0.05$, indicating that the alternative hypothesis was accepted. In conclusion, role-playing was more effective than dubbing in improving students' speaking skills because it provided more opportunities for students to actively participate and interact in meaningful communication.

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