Role-play is a communicative activity in which learner talks each other in different role. Role playing process provides a live sample of human behaviors that serve as a vehicle for students to: (1) explore their felling; (2) gain insights into their attitude, values, and perceptions; (3) develop their problem- solving skill and attitudes; and (4) explore subject matter in varied ways. Therefore, this research focuses on increasing students’ ability through role-play technique at the first year of SMP N 13 Malang, especially in speaking class. This research is to investigate: Does role-play technique increase students’ speaking ability? The main purpose of the study is to find out whether role-play technique can increase the students’ speaking ability. This research used experimental design, meaning that the writer uses treatment in this research. The subject of the study was the students of the first year at SMP N 13 Malang. The numbers of sample were 84 students, which were divided into two classes, 42 students were treated by role-play technique in speaking class, and 42 students were treated by conventional technique. The result of the research showed that the score of students who were taught using role-play technique and those who were not in SMP N 13 Malang was 60. It means that, there was no different mark between the two groups. In other words, that teaching English, especially speaking, using role-play technique in SMP N 13 Malang did not increase students’ English ability.