THE IMPACT OF ROLE-PLAY STRATEGY ON STUDENTS' ENGLISH SPEAKING COMPETENCE

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ABSTRAK

Role-play dieksplorasi sebagai strategi pengajaran untuk meningkatkan kemampuan berbahasa Inggris di kalangan siswa kelas 10 program Desain Mode dan Desain Komunikasi Visual di sebuah sekolah menengah kejuruan. Menggunakan kerangka kerja penelitian tindakan kelas (CAR), studi ini dilakukan dalam dua siklus yang terdiri dari perencanaan, implementasi, pengamatan, dan refleksi. Data dikumpulkan melalui observasi, wawancara, tes berbicara, dan dokumentasi. Temuan menunjukkan bahwa peran-peran secara signifikan meningkatkan kemampuan berbicara siswa, terutama dalam hal kelancaran, pelafalan, penggunaan kosakata, dan kepercayaan diri. Selain itu, pendekatan peran-peran menciptakan suasana kelas yang interaktif dan komunikatif, mendorong siswa untuk terlibat dalam tugas berbicara yang bermakna dan berbasis konteks. Studi ini menyimpulkan bahwa peran-peran merupakan teknik yang efektif dan praktis untuk mengembangkan keterampilan berbicara di kalangan siswa sekolah menengah kejuruan.

Kata kunci : Penelitian tindakan di kelas, peran bermain, keterampilan berbicara, sekolah menengah kejuruan

ABSTRACT

Role-play was explored as an instructional strategy to improve English-speaking proficiency among 10th-grade students in the Fashion Design and Visual Communication Design programs at a vocational high school. Employing a classroom action research (CAR) framework, the study was carried out in two cycles consisting of planning, implementation, observation, and reflection. Data were collected through observations, interviews, speaking tests, and documentation. The findings reveal that role-play significantly improved students' speaking abilities, particularly in fluency, pronunciation, vocabulary usage, and self-confidence. Moreover, the role-play approach cultivated an interactive and communicative classroom atmosphere, encouraging students to engage in meaningful, context-based speaking tasks. The study concludes that role-play is an effective and practical technique for fostering speaking skills among vocational high school learners.

Keyword: classroom action research, role play, speaking skill, vocational high school

INTRODUCTION

English speaking has become a critical skill in today's globalized society, serving as a vital tool for communication in education, business, and cross-cultural interactions. Despite its recognized importance, many Indonesian students continue to face significant challenges in developing effective and confident spoken English abilities. These difficulties often stem from limited opportunities to practice, anxiety about speaking in front of others, and the dominance of conventional teaching methods that do not sufficiently encourage active student participation (Angelini M.Laura & García-Carbonell Amparo, 2019).

To overcome these challenges, educators have begun to adopt more interactive approaches, with role play standing out as a particularly effective method. By simulating real-life situations, role play offers students a chance to use English in practical contexts, helping them to reduce their fear of making mistakes and boosting their confidence. Research has shown that role play not only enhances vocabulary and pronunciation but also increases students' motivation and willingness to speak in English (Crisianita &

Mandasari, 2022). Studies in Indonesian schools have further demonstrated that integrating role play into classroom activities leads to noticeable improvements in students' speaking abilities and attitudes (Henisah et al., 2023).

Given these positive outcomes, it is crucial to further investigate the use of role play strategies in English language instruction, particularly in vocational high schools where communication skills are highly valued (Brown, 2003). This article explores the impact of role play on English speaking proficiency among students at SMK Baitussalam Pekalongan, drawing on theoretical insights and empirical evidence to offer practical recommendations for educators and policymakers

Table 1. Groups Pre-Test & Post-Test

Group	Pre-Test	Independent Variables	Post -Test
Experimental	Y1	X	Y2
Control	Y1	X0	Y2

Where:
Y1: Pre-test
Y2: Post-test
X: Treatment
X0: No treatment

METHOD

The investigation method chosen in this study is quantitative research approach using a quasi-experimental design with a pre-test and post-test control group format to investigate the effectiveness of role-play strategies in teaching English speaking (English & Royal, 2018) the experimental group was taught using role-play strategies, while the control group received traditional teaching methods. both groups completed pre-tests and post-tests designed to measure speaking proficiency This research was conducted using purposive sampling on students majoring fashion management and visual communication design. The study participants were consisting 19 on from each class. Data collection includes pre-test and post-test, observation, questionnaire. Data analysis consists descriptive statistics and inferential statistics. The Mann-Whitney u test was applied to determine whether there were significant differences between the experimental and control groups.

RESULT AND DISCUSSION

After doing the research, researcher has found some findings and to find out whether or not the effectiveness of Role-Play. Students who participated in role-play activities showed an increase in their speaking scores, from a pre-test average of 81.66 to a post-test average of 91.00. In contrast, students taught with traditional methods showed less improvement and lower engagement. The improvement is attributed to the interactive and experiential nature of role-play, which helps students practice real-life communication, improving their fluency, pronunciation, and confidence. These findings align with previous research, which also highlighted the benefits of role-play in language learning.

Table 2. Pre-Test and Post-Test Mean Scores

Group	N	Pre-Test Mean	Post-Test Mean	Mean Gain
Experimental	26	62.13	78.20	7.66
Control	18	81.66	91.00	8.34

Based on Table 1, the experimental group's mean speaking score improved from 62.13 (poor) in the pre-test to 78.20 (good) in the post-test, with a mean gain of 16.07 points. The control group's mean score increased from 61.77 (poor) to 68.10 (fair), with a mean gain of 6.33 points. According to the interpretation scale in Table 2, the experimental group advanced two categories ("poor" to "good"), while the control group improved only one category ("poor" to "fair"). Statistical analysis using an

independent samples t-test confirmed that the difference in post-test mean scores between the experimental and control groups was significant ($p < 0.05$), indicating that the role play strategy had a substantial positive effect on students' speaking abilities.

Table 3. Score Range Pre-Test and Post-Test Mean

Score Range	Category
86 – 100	Excellent
76 – 85	Good
66 – 75	Fair
56 – 65	Poor
≤ 55	Very Poor

Role-playing in speaking courses was well received by most students, as shown in the bar chart. 73.4% of them agreed or strongly agreed that learning English became more interesting, and 76.4% agreed or strongly agreed that role-playing increased their desire to communicate. Students also agreed that role-playing facilitated their understanding of the subject matter and helped them follow the teacher's explanations. Overall, students believe that speaking has become more enjoyable and they are more interested in speaking activities, although some students reported difficulties in using the roles. These findings support (Brown, 2003) focus on interactive speaking exercises by showing that roles increase motivation, engagement, and understanding in speaking courses.

Picture 1. Students Response in Role-Play
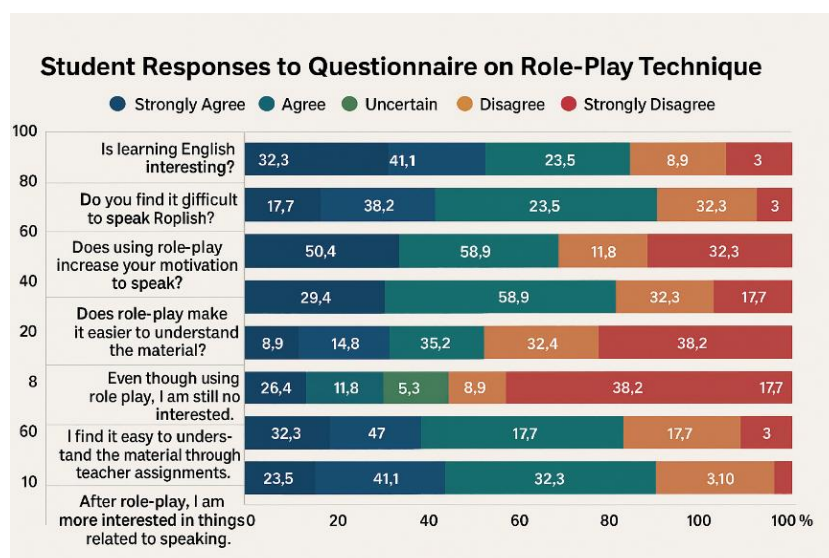
Discussion

This result reflected with the communicative language teaching (CLT) approach, which emphasizes that language learning should be interactive and meaningful to foster communicative competence (conference & specialists, 2022). role-play, as an interactive learning method, allows students to practice using English in professional contexts, thereby enhancing their confidence, fluency, and vocabulary (Ridayani & Purwanto, 2024) furthermore, implications of this study suggest that English teachers in vocational high schools should integrate role-play as a core instructional strategy to enhance speaking instruction highlighted that role-play can effectively increase students' motivation and confidence in speaking by providing opportunities to practice

conversations in realistic situations (Putri & Pratiwi, 2025).

CONCLUSION

Learning to speak is a difficult process due to the duties and responsibilities that teachers must fulfill, the structure of schools and classrooms, the diversity of students, and the type of pre-service teacher training they receive. The implementation of role-play strategies significantly improves the English-speaking skills of 11th-grade students at smk baitussalam pekalongan. the quantitative data showed a significant increase in the students' mean speaking scores from pre-test to post-test, supported by the Mann-Whitney u test result Because of future research could explore the long-term effects of role-play on speaking proficiency and adapt this approach to other vocational disciplines. In addition, teacher training programs could emphasize the implementation of role-play as a means to foster both language competence and confidence among students, ensuring that the interactive and authentic nature of role-play helps bridge the gap between classroom learning and real-world communication, ensuring students can apply their language skills confidently in their future professions. They are better prepared for the demands of professional communication.

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