

## THE EFFECTIVENESS OF USING THE ROLE PLAY METHOD TO IMPROVING ENGLISH-SPEAKING ABILITY

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### ABSTRAK

Kemampuan berbicara merupakan salah satu kemampuan penting yang harus dimiliki oleh setiap individu. Namun, tidak semua orang memiliki kemampuan berbicara yang baik, terutama dalam bahasa Inggris. Banyak siswa yang merasa kurang percaya diri atau memiliki kosakata yang terbatas, sehingga kemampuan berbicara mereka menjadi kurang optimal. Meskipun berbagai metode telah diterapkan, namun masih ada tantangan dalam menemukan pendekatan yang efektif untuk meningkatkan kemampuan berbicara siswa. Penelitian ini bertujuan untuk menganalisis efektivitas metode role-play dalam meningkatkan kemampuan berbicara siswa. Metode penelitian yang digunakan adalah studi literatur, dengan meninjau 10 artikel yang membahas penggunaan metode role-play untuk meningkatkan keterampilan berbicara. Hasil analisis menunjukkan bahwa metode role-play efektif dalam meningkatkan kepercayaan diri, kelancaran berbicara, dan penguasaan kosakata siswa. Dengan demikian, metode role-play dapat digunakan sebagai salah satu alternatif yang dapat digunakan oleh guru untuk mengembangkan kemampuan berbicara siswa di dalam kelas. bstrak ditulis dalam dua bahasa yaitu Bahasa Indonesia dan bahasa Inggris.

**Kata kunci:** Metode bermain peran, kemampuan berbicara, Pembelajaran bahasa

### ABSTRACT

*Speaking skills are one of the important skills that must be possessed by every individual. However, not everyone has good speaking skills, especially in English. Many students feel less confident or have limited vocabulary, so their speaking skills are less than optimal. Although various methods have been applied, there are still challenges in finding an effective approach to improve students' speaking skills. This study aims to analyse the effectiveness of the role-play method in improving students' speaking skills. The research method used is a literature study, by reviewing 10 articles that discuss the use of the role-play method to improve speaking skills. The results of the analysis show that the role-play method is effective in improving students' confidence, speaking fluency, and vocabulary mastery. Thus, the role-play method can be used as an alternative that can be used by teachers to develop students' speaking skills in the classroom.*

**Keyword:** Role-play method, Speaking skill, Language learning

### INTRODUCTION

Are speaking skills needed in everyday life? The first way to do the interaction and communication is by speaking. In a world of globalization, speaking skills are essential as spoken communication is a major part of social and professional interactions. Brown in (Brown, n.d.) said that speaking is not just about fluency, but also clarity and effectiveness in conveying ideas. Especially in this era, having the skills of one language is not enough; we must also have the ability to speak another language, and the ability to

speak a foreign language is something that we must have today. As social humans, people always interact and communicate with one another. The first way to do the interaction and communication is by speaking. That is why speaking is very essential; moreover, speaking English by Mukminatus Zuhriyah in (Mariani et al., 2020). However, in its implementation, there are still many obstacles, as data from Education First (EF) by (Moriand, 2021) shows that the average English proficiency score in Indonesia is 52.15, lower than the Asian average of 53.60.

Many previous studies have found various learning methods to improve speaking skills and applied them in the classroom; one of the methods used is the role-playing method. According to Umam in (Pinatih, 2021) Role-play can be defined as a simulation or an action of imitating a character; mostly, students play-acting being someone else in the real world. Tompkins in (Krebt, 2017) defined role play as one of the classrooms teaching techniques that encourages students to participate actively in the process of learning English. This method is very fun and brings new experiences for students, so that they are not only stuck on reading or translating the words. A study entitled “Improving English Speaking Skills Through the Application of Role-Play Techniques in the Classroom” in (Syofianis et al., 2024) showed an improvement in students' speaking skills. However, whether this method effective in improving speaking skills?

Therefore, this study aims to analyze the effectiveness of using the role-playing method in improving students' English-speaking skills. The effectiveness of this method will be seen from the aspects of speaking ability that have improved during the application of the method. The main problem to be studied in this study is how the role-playing method is implemented in the classroom and to what extent this method is successful in improving students' English-speaking skills.

We collected 10 journals with the same topic and analysed them to determine the effectiveness of the role-playing method. The journal articles were organized as follows: Section 2 contains the research methodology (method) used in this study. Section 3 presents the findings and discussion, analysing 10 journal articles to determine their effectiveness. Section 4 concluded the research, presenting a clear and concise conclusion.

## METHOD

This research uses literature study methods in data collection. The sample consisted of 10 articles that examined the effectiveness of the role-play method in improving students' speaking skills. Data analysis is carried out by conducting an in-depth review of the content of selected articles and recording important findings related to the use of the role-play method. Here are some details from previous studies:

1. Research conducted by Novita Putri Ernawati with the title “*Implementation of the role-playing method in increasing speaking skills material reporting observation results in class III elementary school students*” (2023), with the following details:

Table 1.1 is detailed from Novita Putri Ernawati

No.	Research subject	Research method	Data Analysis
1.	fifth grade students of primary school	Classroom Action Research (CAR)	Quantitative and qualitative descriptive

(Ernawati, 2023)

2. Continued with research conducted by Iriance with the title “*Improving speaking ability of the students of SMK Kelautan dan Perikanan Negeri 12 Medan Labuhan by implementing role play technique*” (2018), with the following details:

Table 1.2 is detailed from Iriance

No.	Research subject	Research method	Data Analysis
1.	30 students of class XI in SMK Kelautan dan Perikanan Negeri 12 Medan Labuhan	Classroom Action Research (CAR)	Scoring rubric, observation sheet, and field notes.

(Iriance, 2018)

3. After that, research conducted by Arum Putri Rahayu with the title “*Improving speaking english ability using role play method for elementary students*” (2022), with the following details:

Table 1.3 is detailed from Arum Putri Rahayu

No.	Research subject	Research method	Data Analysis
1.	Class IV SDN Girimulyo I (25 people, consisting of 15 female students and 10 male students)	Classroom Action Research (CAR)	Quantitative descriptive analysis

(Arum Putri Rahayu, 2022)

4. Then continued with research conducted by Mariani et al with their research title “*Improving students’ speaking skill through role play: action research for the eighth-grade students of SMP Negeri 1 Pedongga*” (2020), with the following details:

Table 1.4 is detailed from Mariani et al

No.	Research subject	Research method	Data Analysis
1.	Eight grade students of SMP Negeri 1 Pedongga in the academic year of 2019/2020 (28 students, consisting of 13 females, and 15 male students)	Classroom Action Research (CAR)	Quantitative descriptive analysis

(Mariani et al., 2020)

5. Research that was conducted by Aulia Ikhsan et al with their research title “*Improving the Speaking Skills of Junior High School Students Through the Role Play Method*” (2022), with the following details:

Table 1. 5 is detailed from Aulia Ikhsan et al

No.	Research subject	Research method	Data Analysis
1.	Class VIII students at SMPN 1 Manisrenggo	Classroom Action Research (CAR)	Descriptive quantitative analysis

(Ikhsan & Akhsan, 2022)

6. Research assisted by M. Hilmy Hidayatullah et al with their research title “*Role Play Methods Strategies to Improve Students’ Speaking Ability*” (2023), with the following details:

Table 1.6 is detailed from M. Hilmy Hidayatullah et al

No.	Research subject	Research method	Data Analysis
1.	22 students of the VIII grade of MTs Al-	Classroom Action Research (CAR)	Descriptive quantitative analysis

	Ittihad Ketupat Ra’as Sumenep		
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(M. Hilmy Hidayatullah et al., 2023)

7. Research conducted by Dhea Mizhir Krebt with the title “*The Effectiveness of Role Play Techniques in Teaching Speaking for EFL College Students*” (2017), with the following details:

Table 1. 7 is detailed from Dhea Mizhir Krebt

No	Research subject	Research method	Data Analysis
1.	40 Iraqi EFL college students at university of Baghdad	Experimental method (experimental and control group)	Quantitative analysis

(Krebt, 2017)

8. Here after the research conducted by Syaifurrahman et al with their research title “*Improving Student’s Speaking Skill Using Role Play Method at SMA Negeri 3 Malang*” (2020), with the following details:

Table 1.8 is detailed from Syaifurrahman et al

No.	Research subject	Research method	Data Analysis
1.	36 students of SMA Negeri 3 Malang in English classroom	Classroom Action Research (CAR)	Qualitative quantitative analysis

(Syaifurrahman & Rokhman, 2020)

9. Continued with the research conducted by Tri Wahyuni with the title “*Improving students’ speaking skill in having job interview using role play method at STMIK asia malang*” (2017), with the following details:

Table 1.9 is detailed from Tri Wahyuni

No.	Research subject	Research method	Data Analysis
1.	Students of computer science program	Classroom Action Research (CAR)	Interaction model analysis (data

with the focus on Graphic Design in academic year 2016/2017 (20 students, 17 male students and 3 female students)	reduction, data display, conclusion)
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(Wahyuni, 2017)

10. This research was conducted by Alfina Dwiyantri et al with their research title “*The effectiveness of role-play in improving speaking skill of EFL students*” (2023), with the following details:

Table 1.10 is detailed from Alfina Dwiyantri et al

No.	Research subject	Research method	Data Analysis
1.	Eighth grader 68 students from a Surabaya Junior High School	Quasi Experimental Research	A situation card and a Speaking Assessment Rubric

(Dwiyantri & Lolita, 2023)

## RESULT AND DISCUSSION

Based on a systematic analysis of 10 research journals on the same topic from relevant educational research institutions. The research journals were published between 2017-2023.

### Result

After analyzing 10 journals on the same topic, the following details can be identified in the table:

Table 2. 1 Article identity

No.	Topic	Research question	Research method
1.	Application of the role-play method in elementary	How can applying the role-play method improve the speaking	Qualitative method

	y school students.	skills of third-grade elementary school students in conveying the results of observations ?	
2.	Using the role-play method to improve speaking ability in vocational schools.	Can students' English-speaking ability at SMK Kelautan dan Perikanan Negeri 12 be improved through the role-play technique?	Classroom Action Research
3.	The use of the role-play method to improve speaking skills in elementary school.	Can the role-play method improve the English-speaking ability of students of SDN Girimulyo I, especially grade IV students?	Classroom Action Research
4.	Using the role-playing method to improve speaking skills in high school.	Can the role-playing method help improve language skills in SMA N 3 Malang students?	Classroom Action Research
5.	Improve students' ability to speak English by using the role-playing method in	Can students' English skills be improved by using the role-playing method in job interviews at	Classroom Action Research

	job interviews .	STMIK ASIA Malang?	
6.	Improving the speaking skills of junior high school students through the role-play method.	Can the role-playing method improve the speaking ability of students in class VIII of SMP Negeri 1 Pedongga in the 2019/2020 school year?	Classroom Action Research
7.	Improving reading skills and learning interest of junior high school students using the role-play method.	Can the role-playing method improve the learning interest and ability of students in class VIII at SMP N 1 Manisrenggo?	Classroom Action Research
8.	Knowing the use of role-play to improve the speaking skills of junior high school students.	Can the use of the role-play method improve speaking skills in class VIII MTs Al-Ittihad Ketupat Ra'as Sumenep?	Classroom Action Research
9.	The use of role-play techniques can help Junior High School students to improve their speaking skills.	Can teaching using the role-playing method improve the speaking skills of high school students in Surabaya?	Quasi-Experimental Research

10.	The impact of the role-play method as a classroom technique on EFL students' speaking skills.	Is there any improvement in speaking skills by using role-playing method as a classroom technique on Iraqi EFL students at Baghdad University, Ibn-Rushd College of Education?	Pre-experimental research
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After reading and analyzed 10 journals on the same topic, namely the use of the role-play method to improve speaking skills, it was found that this method is extremely effective for improving students' speaking skills. Journal entitled "Improving speaking ability of the students of SMK Kelautan dan Perikanan Negeri 12 Medan Labuhan by implementing role play technique" by (Iriance, 2018) showed the role-play method not only increases self-confidence, but also an increase in the improvements in speaking skills, such as fluency, grammar, pronunciation, and vocabulary.

From the 10 journals that have been analyzed, it is known that the implementation of the role-playing method is carried out in stages through Classroom Action Research (CAR), consisting of two rounds. In the first round, the teacher conducted an early assessment of the students' knowledge and noted various obstacles that appeared during the implementation of the role-play method. In the second round, similar activities were carried out with more careful preparation and focused on observing aspects of students' speaking skills that had improved.

Role-play method is very effective in improving students' speaking skills from various levels of education, namely elementary school, junior high school, senior high school, even vocational school students. This is seen in a journal entitled "Improving Speaking English Ability Using Role Play Method For Elementary Students" by (Arum Putri Rahayu, 2022) which shows a

significant change from round one to round two in elementary school students, her research shows an increase in spelling results in cycle I (43.25%) to (85.2%) in cycle II. Students' mastery of the fluency aspect in cycle I (51.2%) to (79.1%) in cycle II. Pronunciation aspect of cycle I (56%) to (80.2%) in cycle II. The vocabulary aspect in cycle I (37.5%) became (80.1%) in cycle II. Comprehension increased from cycle I (45.3%) to (79.05%).

In addition, a similar study was also conducted at the junior high school level in a study entitled "Improving Students' Speaking Skill Through Role Play: An Action Research for the Eight Grade Students of Smp Negeri 1 Pedongga" by (Mariani et al., 2020). 27 respondents showed changes in pronunciation and accent, it was found that the average score in the first round was 70 and increased to 75 in the second round.

Research at the high school and vocational school levels also showed similar improvements. In the study entitled "Improving Student's Speaking Skill Using Role Play Method at SMA Negeri 3 Malang" by (Syaifurrahman & Rokhman, 2020) It showed an increase, namely the achievement of the target in the second round, that is, above 75% of students or more than 27 students could pass the KKM. In addition, the study entitled "Improving speaking ability of the students of SMK Kelautan dan Perikanan Negeri 12 Medan Labuhan by implementing role play technique" by (Iriance, 2018) Also shows improvement in speaking ability to the student, results of the research have presented the criteria of 'success', namely  $60\% \leq$  students achieved a 'good' speaking level in four language elements, namely: fluency, grammar, pronunciation, and vocabulary.

The majority of studies use the Classroom Action Research methodology, which is considered easier to implement the role-playing method in the classroom. Improvements in students' speaking skills also often increase in the second round, where in that round, teachers or researchers are more mature in preparing materials and facing challenges.

#### **Discussion**

Discussion of the analysis of ten journals shows that the role-play method is consistently effective in improving students' speaking skills at various levels of education. These results strengthen the theory put forward by Tompkins in (Krebt, 2017), that role-play is a learning technique that encourages active participation of students in English classes. This method not only helps in technical aspects such as pronunciation and vocabulary, but also in building students' self-confidence. For example, in a study by (Iriance, 2018), students showed significant improvements in fluency, grammar, pronunciation, and vocabulary mastery after the implementation of role-play. This is reinforced by the findings of (Arum Putri Rahayu, 2022), who noted a spike in the percentage of success in various aspects of speaking from cycle I to cycle II. Interestingly, almost all studies used the Classroom Action Research (CAR) approach, which allows for a gradual cycle of evaluation and improvement of the method, which seems to contribute greatly to the effectiveness of role-play in improving speaking performance. However, the effectiveness of this method is also influenced by the teacher's readiness to design scenarios and manage classroom dynamics. In addition, the limitation of this study is the lack of variation in research methods, so it is recommended for further research to use other approaches to explore the psychological and social impacts of role-play in more depth. Thus, the results of this study not only support the use of the role-play method, but also provide important directions for the development of more active and meaningful English-speaking teaching practices.

#### **CONCLUSION**

The role-play method has become an increasingly used learning approach in recent years by teachers to improve students' English-speaking skills in the classroom. Good speaking skills are one of the key skills in mastering a foreign language as a whole in (Brown, n.d.) and (Krebt, 2017). The purpose of this study focuses on the effectiveness of the role-play method in improving students' speaking skills through a literature review of ten relevant research articles. This study concluded that the role-play method is effective in improving important aspects of speaking, such as fluency, pronunciation, grammar, vocabulary, and students' self-confidence. Meanwhile, the challenges faced

include the readiness of teachers in designing appropriate scenarios, limited time in implementing in the classroom, and the variety of students' diverse abilities. The limitations in this study are the limitations of the sources reviewed, where most articles use a similar approach (Classroom Action Research) and do not cover the long-term impact of implementing this method. The author hopes that this literature review can provide theoretical contributions and encourage further, more in-depth research on the effectiveness of the role-play method in the context of learning to speak English.

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