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## Enhancing Students' Speaking Ability at SMK Jagakarsa Through The Application of Role Play Technique

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**Keywords:** *Speaking, Speaking Ability, Role Play Technique.*

**Abstract:** *This study aimed to enhance the speaking proficiency of students through the implementation of the role-play technique, employing Classroom Action Research (CAR). The research targeted the X-Ph grade students at SMK Jagakarsa during the 2023 academic year, comprising 38 students. The investigation unfolded over two cycles, each encompassing planning, action, observation, and reflection phases. Quantitative data, derived from pre-test and post-test results, were employed for analysis. The findings revealed a notable improvement in students' speaking abilities through the utilization of the role-play technique. The mean score for the pre-test was 67.21, which increased to 72.21 in post-test I and further to 78.52 in post-test II. This upward trend in scores indicated enhanced performance in the second cycle compared to the first. The percentage of students scoring above 75 points also exhibited growth, with 5 students (13.16%) surpassing this threshold in the pre-test, 16 students (42.11%) in post-test I, and 30 students (78.95%) in post-test II. Overall, the students demonstrated significant improvement in speaking ability, progressing from the initial meeting to subsequent sessions.*

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### INTRODUCTION

English, being a global language, holds significant demand for effective communication in diverse international contexts. Proficiency in the English language has been established as a pivotal skill in the professional domain. Proficient English speaking abilities are imperative for global interactions and communication. In Indonesia, it is mandatory for all students to possess effective oral and written communication skills, aiming to equip them for life in a global community and foster intellectual, social, and emotional development (Francy and Ramli, 2022). Consequently, there is a pressing need for students to acquire proficiency in English communication.

However, the outcomes of English language learning in numerous educational institutions often fall short of expectations. Despite prolonged exposure to the language, students frequently struggle to articulate their thoughts both orally and in writing. Many students exhibit reticence in

conversation classes, primarily stemming from a lack of emphasis on practical language use in their learning experiences. The crowded class environment and noisy school atmosphere contribute to limited opportunities for speaking practice. Sholiha (2020) corroborates this, emphasizing that students encounter difficulties in speaking due to insufficient practice. Some teachers, in their instructional approach, assign dialogues for passive reading, neglecting the need for active verbal communication, thereby hindering students' oral proficiency.

An observational study conducted at the Tenth (X) Grade of SMK Jagakarsa revealed several issues related to the English learning process, including limited speaking opportunities, lack of student motivation, monotonous teaching methods, and inadequacy in incorporating activities to enhance English speaking skills. This research aims to address these issues by implementing the role-play technique to improve speaking abilities, drawing inspiration from successful efforts reported by Nikmah and Zami (2019) and Ayuningtias et al. (2019) in prior studies.

Speaking proficiency is fundamental for students to express ideas, share thoughts, and articulate words accurately. Ur (2009) underscores the significance of speaking as the most crucial language skill, as individuals acquiring a language are fundamentally referred to as speakers of that language. Jones (1989) further emphasizes the communicative aspect of speaking, highlighting the importance of clarity and effective expression. Speaking, as the process of exchanging meaning through spoken language, is integral to interpersonal communication and understanding.

To infuse vitality and interest into the teaching and learning process, educators must craft and develop engaging learning materials. The role-play technique emerges as an effective educational method to enhance speaking abilities. Through role play, students engage in assigned roles, utilizing their knowledge and skills to enact real-world scenarios. This approach, as described by Nuranda (2018) and Burden and Byrd (2010), allows students to explore various perspectives, fostering effective communication, collaboration, and creativity. Role play proves particularly potent for teaching speaking, enabling students to practice communication skills and assume diverse roles in authentic situations.

## **LITERATURE REVIEW**

The act of speaking is fundamentally a collaborative process, serving as a means to create and exchange meaning through spoken language. Ur (2009) underscores the paramount importance of speaking among the four language skills (listening, speaking, reading, and writing), noting that many language learners primarily aspire to master oral communication. The term "speakers" is applied to those fluent in a language, emphasizing the centrality of speaking in language acquisition. Effective communication, according to Johnson and Morrow (1981), involves both conveying new knowledge and expressing thoughts or ideas, rendering speaking a multifaceted activity requiring both speakers and listeners.

The concept of ability, as elucidated by Hornby (2000), pertains to the potential capacity of an individual to physically or mentally perform tasks. When aligned with speaking, it signifies the capacity to articulate sound expressions, conveying ideas, opinions, and desires. Harmer (2007) articulates three fundamental objectives in teaching speaking: providing feedback through speaking tasks, offering students opportunities for real-life speaking practice within the classroom, and enhancing the automatic utilization of linguistic abilities through repeated opportunities.

Luoma (2004) asserts that speaking abilities constitute a significant aspect of language

teaching and evaluation. Given the intrinsic link between speaking and daily human communication, the mastery of speaking skills becomes pivotal. Bygate (1987) delineates speaking ability as the proficiency in using oral communication to convey ideas, intentions, thoughts, and feelings effectively. Thus, speaking emerges as the quintessential ability for students studying the English language.

Anthony (1963) defines technique as the practical implementation of methods in the classroom, specifying actions, plans, or devices employed to achieve immediate goals. Role-playing, a popular pedagogical activity in communicative language teaching, provides students with planning time and reduces anxiety by allowing them to assume different personas (Brown, 2001). This technique enables students to explore ideas, intentions, and emotions, facilitating the clear delivery and understanding of messages (Bygate, 1987).

The pedagogical significance of role play lies in its ability to simulate distinct characters and behaviors, providing students with scenarios to act out and discuss (Iriance, 2018). Tolan and Lendrum (1995) emphasize the direct and immediate interaction facilitated by role play, fostering skill development through active engagement. Notably, role play serves as a transformative tool for shy students, offering a metaphorical mask and creating an enjoyable learning environment (Purcell, 1993). Thus, role play emerges as a highly recommended technique for enhancing students' speaking abilities, allowing them to practice and develop their communication skills in various social contexts and roles.

## **METHOD**

This study employs Classroom Action Research (CAR) as its research methodology, guided by the essential phases outlined by Kemmis and McTaggart (1998). The research process unfolds across four distinct phases in each cycle: planning, action, observation, and reflection. These cyclic stages serve as a structured framework to systematically investigate and enhance the students' speaking abilities through the application of role-play techniques.

The study focuses on the X-Ph grade students of SMK Jagakarsa during the 2023 academic year, comprising a total of 38 students. The selection of this population aligns with the research objective of improving speaking abilities through the implementation of the role-play technique.

The research unfolds in two cycles, each encompassing planning, action, observation, and reflection. This iterative approach allows for the implementation of refined strategies based on insights gained from each cycle. The cyclical nature of the research design ensures an adaptive and progressive enhancement of students' speaking abilities.

Quantitative data is employed as the primary means of data collection in this research. The data is derived from pre-test and post-test results, utilizing test scores to gauge the effectiveness of the role-play technique in improving students' speaking abilities. The quantitative approach enables a systematic analysis of the students' scores, facilitating a comprehensive understanding of the impact of the intervention.

Quantitative data analysis is conducted to ascertain the improvement in students' speaking abilities. The researcher examines the mean scores of each post-test from every cycle, providing a quantitative measure of the effectiveness of the role-play technique. This analytical approach serves to quantifiably validate the anticipated outcomes and assess the success of the intervention in achieving the research objectives.

Through the systematic application of CAR and the utilization of quantitative data analysis, this research aims to contribute valuable insights into the enhancement of students' speaking abilities, thereby informing pedagogical practices and advancing the understanding of effective

language teaching methodologies.

The researcher applied the following formula:

$$\bar{X} = \frac{\sum x}{N}$$

Where:

X = The mean of the students score

$\sum X$  = The sum of score

N = The member of the students

The researcher used the following formula to classify the members of master's students:

$$P = \frac{n}{N} \times 100\%$$

P = The percentage of students who get the point 75

n = The number of students who get point up to 75 above

N = The total number of students

Then, the researcher analyzes the students' speaking score from pre-test up to post-test and used the formula:

$$P = \frac{y^1 - y}{y} \times 100\%$$

P = Percentage of students' improvement

y = Pre-test result

y1 = Post-test result cycle 1

$$P = \frac{y^2 - y}{y} \times 100\%$$

y2 = Post-test result cycle 2

## RESULTS AND DISCUSSION

### Results

The investigation comprised two distinct cycles, with each cycle incorporating four stages of action research: planning, action, observation, and reflection. The initial cycle, encompassing the pre-test, transpired over three sessions, while the subsequent cycle unfolded across two sessions. Concluding each cycle, a post-test was administered in the final meeting, encompassing post-test I for the first cycle and post-test II for the second cycle.

#### 1. *Pre-Test*

**Table 1. Students' Percentage for Pre-Test**

	Criteria	Total Students	Percentage
P <sub>1</sub>	Unsuccessful	33	86,84 %
P <sub>2</sub>	Successful	5	13,16 %

Based on the analysis presented in the table, the proficiency of students in speaking, as evaluated through the role-play technique, exhibited a low level. The mean score recorded for the students was 67.21. Notably, only 5 students, constituting 13.16% of the cohort, achieved success by meeting the stipulated criteria. Conversely, the majority, comprising 33 students, or 86.84%,

did not attain a satisfactory level of proficiency in the assessed speaking ability.

### 2. *Post-Test I*

**Table 2. Students' Percentage for Post-Test I**

	Criteria	Total Students	Percentage
<b>P<sub>1</sub></b>	Unsuccessful	22	57,89%
<b>P<sub>2</sub></b>	Successful	16	42,11%

The average score for students was 72.21, with 16 students achieving success, representing 42.11%. Conversely, 22 students did not meet the success criteria, yielding a failure rate of 57.89%. The post-test results in cycle I were classified as unsuccessful, as the minimum standard for success criteria (KKM) required a score exceeding 75.

### 3. *Post-Test II*

**Table 3. Students Percentage for Post-Test II**

	Criteria	Total Students	Percentage
<b>P<sub>1</sub></b>	Unsuccessful	8	21,05%
<b>P<sub>2</sub></b>	Successful	30	78,95%

Based on the analytical findings presented in the table, the mean score for students was 78.52, with 30 students achieving success, constituting 78.95%. Conversely, 8 students received a failing score, representing 21.05%. This leads to the conclusion that there is an observable increase in students' speaking ability, categorizing the post-test in cycle II as successful.

From this interpretation, it is evident that 65.79% of students demonstrated improvement within the second cycle, with 30 out of 38 students meeting the KKM threshold while the remaining 8 students fell below it. When considering the overall enhancement in student scores from the pre-test results, it is noteworthy that 25 students exhibited improvement through role play, accounting for 75% of students who successfully passed the KKM. These outcomes underscore the effectiveness of the Classroom Action Research project conducted with tenth-grade students at SMK Jagakarsa.

Moreover, focusing on specific topics, the scores for students' speaking ability were analyzed, encompassing areas such as the comparison between simple past tense and present perfect tense, as well as narrative text.

**Table 4. Students Speaking' Score**

No	Initial Name	PRE-TEST		POST-TEST I		POST-TEST II	
		S	Successful	S	Successful	S	Successful

		c o r e	Criteria (>75)	c o r e	Criteria (>75)	c o r e	Criteria (>75)
1	AD	61	Unsuccessful	66	Unsuccessful	72	Unsuccessful
2	AAPS	63	Unsuccessful	67	Unsuccessful	74	Unsuccessful
3	AND	70	Unsuccessful	76	<b>Successful</b>	81	<b>Successful</b>
4	BJBS	68	Unsuccessful	75	<b>Successful</b>	80	<b>Successful</b>
5	CHR	65	Unsuccessful	70	Unsuccessful	79	<b>Successful</b>
6	DP	64	Unsuccessful	68	Unsuccessful	76	<b>Successful</b>
7	EFN	79	<b>Successful</b>	81	<b>Successful</b>	85	<b>Successful</b>
8	FF	69	Unsuccessful	72	Unsuccessful	77	<b>Successful</b>
9	FML	70	Unsuccessful	76	<b>Successful</b>	81	<b>Successful</b>
10	GAMP	67	Unsuccessful	75	<b>Successful</b>	78	<b>Successful</b>
11	IS	68	Unsuccessful	75	<b>Successful</b>	80	<b>Successful</b>
12	IFY	78	<b>Successful</b>	80	<b>Successful</b>	86	<b>Successful</b>
13	IN	77	<b>Successful</b>	79	<b>Successful</b>	84	<b>Successful</b>
14	KK	69	Unsuccessful	73	Unsuccessful	77	<b>Successful</b>
15	MRN	62	Unsuccessful	68	Unsuccessful	76	<b>Successful</b>
16	MRH	61	Unsuccessful	66	Unsuccessful	73	Unsuccessful
17	MIM	62	Unsuccessful	67	Unsuccessful	74	Unsuccessful
18	MNDR	65	Unsuccessful	70	Unsuccessful	78	<b>Successful</b>
19	MCA	68	Unsuccessful	72	Unsuccessful	77	<b>Successful</b>
20	MLG	70	Unsuccessful	75	<b>Successful</b>	82	<b>Successful</b>
21	MSB	65	Unsuccessful	69	Unsuccessful	76	<b>Successful</b>
22	MAF	62	Unsuccessful	67	Unsuccessful	74	Unsuccessful
23	MRR	61	Unsuccessful	66	Unsuccessful	74	Unsuccessful
24	MRP	64	Unsuccessful	68	Unsuccessful	77	<b>Successful</b>
25	NN	65	Unsuccessful	70	Unsuccessful	78	<b>Successful</b>
26	NAZ	68	Unsuccessful	75	<b>Successful</b>	82	<b>Successful</b>
27	PFI	77	<b>Successful</b>	79	<b>Successful</b>	85	<b>Successful</b>
28	QAN	62	Unsuccessful	66	Unsuccessful	73	Unsuccessful
29	RA	62	Unsuccessful	68	Unsuccessful	77	<b>Successful</b>
30	RAA	67	Unsuccessful	73	Unsuccessful	77	<b>Successful</b>
31	RMH	68	Unsuccessful	75	<b>Successful</b>	81	<b>Successful</b>
32	RA	65	Unsuccessful	75	<b>Successful</b>	79	<b>Successful</b>
33	RA	62	Unsuccessful	67	Unsuccessful	74	Unsuccessful
34	SPA	68	Unsuccessful	72	Unsuccessful	79	<b>Successful</b>
35	SPS	69	Unsuccessful	76	<b>Successful</b>	82	<b>Successful</b>
36	TDA	78	<b>Successful</b>	80	<b>Successful</b>	86	<b>Successful</b>
37	WH	68	Unsuccessful	75	<b>Successful</b>	80	<b>Successful</b>
38	ZR	67	Unsuccessful	72	Unsuccessful	80	<b>Successful</b>
<b>Total</b> $\Sigma$ ----- x-----		<b>2554</b>		<b>2744</b>		<b>2984</b>	
<b>The</b>	<b>Mean</b>	<b>67,21</b>		<b>72,21</b>		<b>78,52</b>	

Score			
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The average proficiency level of students in speaking demonstrated an increase across the pre-test, post-test in cycle I, and post-test in cycle II.

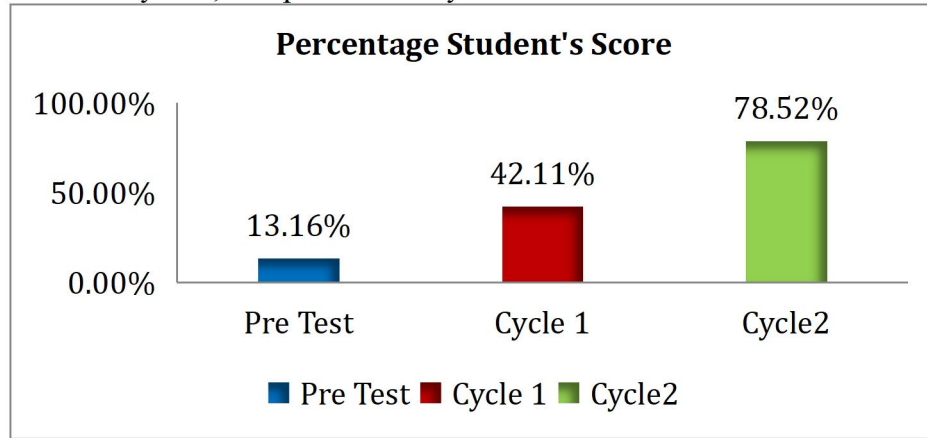


Figure 1. Percentage Students' Score

The findings indicate a progression in students' scores from the pre-test to post-test II. In the pre-test, only 13.16% (5 students) attained scores exceeding 75 points. In the post-test I, this percentage increased to 42.11% (16 students), reflecting a notable rise of 28.95%. Notably, the post-test in cycle II exhibited a substantial increase, with 78.95% (30 students) scoring above 75 points, indicating a further rise of 36.84%. The cumulative increase in students' scores from the pre-test to post-test II amounted to 65.79%.

**Discussion**

The findings of the study revealed a significant enhancement in students' speaking abilities through the application of the role-play technique. This method proved to be effective and efficient in fostering improvement among tenth-grade students at SMK Jagakarsa. The successful implementation of this instructional approach underscored its efficacy in elevating students' proficiency in spoken English. Consequently, the role-play technique emerged as a viable strategy for English language educators seeking to enhance their students' speaking skills.

The researcher's investigation highlighted the utility and applicability of the role-playing method in the teaching of speaking skills. This is evident in the tables displaying the progress in students' test scores, encompassing the pre-test, post-test I, and post-test II phases. Notably, the introduction of role-playing into the classroom environment elicited heightened enthusiasm and enjoyment among students while learning English. The observed increase in student engagement during conversations, as compared to non-role-playing scenarios, indicated a greater sense of responsibility towards the assigned tasks.

The successful outcomes of the research underscored the potential of role play in achieving anticipated results. The results validate the effectiveness of role play in enhancing students' speaking abilities, as previously elucidated. Role play was found to address challenges and obstacles in spoken communication, providing students with a platform for articulate expression through adequate preparation. Furthermore, the role-play technique facilitated the expansion of students' vocabulary, as evidenced by their active use of dictionaries during conversations. In essence, role play emerged as a valuable tool in improving students' speaking abilities by

addressing challenges and providing a structured approach to language learning.

## **CONCLUSION**

Enhancements in students' speaking abilities are discernible through the implementation of role-play techniques, evidenced by their performance scores. These scores, reflective of students' linguistic advancements, encompass both oral and written facets of the language, as well as the assessment tests administered to gauge their progress. The researcher places value on both the procedural aspects and the ultimate outcomes of the investigation. Furthermore, given that proficiency is cultivated through habitual practice, students stand to benefit from increased opportunities for such practice.

The students' speaking proficiency notably reached a commendable level during the second cycle of the action research. This observation is corroborated by the students' positive sentiments regarding the Classroom Action Research (CAR) teaching and learning sessions, particularly in relation to the enjoyable nature of the role-playing technique. This enjoyment is palpable in their active participation during class discussions, adept performance in front of their peers, refined pronunciation, enhanced fluency, and heightened self-assurance in verbal expression.

The students exhibited a high level of engagement and active involvement in the speaking-focused teaching and learning process. Consequently, the role-play technique emerges as a viable alternative strategy for educators in the domain of speaking instruction, as it not only improves but also sustains students' speaking skills over time.

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