
The Effect Of Role Play Method On English Speaking Ability Of Vocational High School Students

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Abstrak

Penelitian ini membahas tentang pengaruh metode role play terhadap kemampuan berbicara bahasa Inggris siswa Sekolah Menengah Kejuruan. Banyak siswa mengalami kesulitan dalam berbicara bahasa Inggris yang disebabkan oleh keterbatasan kosakata, pengucapan yang kurang tepat, rendahnya rasa percaya diri, dan faktor lainnya. Penelitian ini menggunakan metode quasi-experimental yang dilaksanakan di SMK Muhammadiyah Jember, yang dibagi menjadi dua kelompok, yaitu kelompok eksperimen yang mendapatkan perlakuan menggunakan metode role play dan kelompok kontrol yang menggunakan metode konvensional dalam proses pembelajaran. Teknik pengumpulan data yang digunakan adalah tes, yang terdiri dari pre-test dan post-test, kemudian dianalisis menggunakan bantuan perangkat lunak SPSS versi 27. Berdasarkan hasil penelitian, analisis data menunjukkan adanya pengaruh yang signifikan terhadap kemampuan berbicara siswa pada kelompok eksperimen dengan nilai rata-rata sebesar 58,23 dibandingkan dengan kelompok kontrol yang memperoleh nilai rata-rata sebesar 39,67, dengan tingkat signifikansi sebesar 0,05. Hasil ini menunjukkan bahwa metode role play memberikan pengaruh yang signifikan terhadap kemampuan berbicara siswa dan dapat disimpulkan bahwa metode role play efektif digunakan sebagai variasi metode pembelajaran bahasa Inggris.

Kata kunci: Kemampuan berbicara, metode role play, siswa Sekolah Menengah Kejuruan

Abstract

This study discusses the effect of the role play method on the English speaking ability of vocational high school students. Many students face difficulties in speaking English due to limited vocabulary, incorrect pronunciation, low self-confidence, and other factors. This research used a quasi-experimental method conducted at SMK Muhammadiyah Jember, which was divided into two groups: the experimental group, which received treatment using the role play method, and the control group, which was taught using the conventional method. The data collection method used was a test, consisting of a pre-test and post-test, and the results were analyzed using SPSS version 27. Based on the research findings, the analysis showed a significant effect on the speaking ability of students in the experimental group, with an average score of 58.23, compared to the control group, which had an average score of 39.67, with a significance level of 0.05. These results show that the role play method had a significant effect on students' speaking ability and it can be concluded that the role play method is effective to be used as a variation in teaching English.

Keywords: Speaking ability, role play method, vocational high school students

INTRODUCTION

Speaking is one of the important English skills that students need to have, especially for those in vocational high schools, where good communication is needed in the workplace. The goal is to help students express their thoughts, share opinions, and most importantly, interact with other people. However, many students still find it difficult to speak English. This problem is caused by several factors, such as limited vocabulary, incorrect pronunciation, low self-confidence, and lack of opportunities to practice speaking in English lessons.

To help students overcome these problems, it is very important to use a teaching method that is effective and encourages students to be active in learning English. One of the methods that can do this is role play. According to Harmer (1998) in Paturusi (2014), role-play activities are those in which students are required to imagine that they are in different situations and act

them out. For example, they can act as a guest at a party, a trainer or trainee in a job interview, a travel agent helping customers, or a person in a meeting about a road-building project.

Using the role play method in class can make the learning atmosphere more fun and not boring. It gives students a chance to express themselves in English in a way that is correct and close to real life, without being afraid of making mistakes. Through this method, students are indirectly encouraged to speak more with their group members. This idea matches what Larsen (2000) in Lestari (2020) said, that role play is important in the communicative approach because it gives learners the opportunity to practice communicating in different social contexts and different social roles.

Speaking skill has several components: grammar, vocabulary, pronunciation, fluency, and comprehension. Each of these plays an important role in helping students speak English more clearly and easily. Besides that, there are also other supporting factors that help students speak better, such as internal factors like self-motivation and confidence, and external factors like fun and varied teaching methods that create a more enjoyable classroom environment.

In vocational high schools, speaking skills are very important because students need to prepare themselves for jobs that require speaking skills, such as in tourism, health, and other areas. The Indonesian Kurikulum Merdeka also explains that students need to be able to communicate in English in different situations and for different purposes, such as giving opinions, discussing ideas, and answering questions.

Because speaking is such an important skill and role play has many benefits, this study aims to investigate the effect of the role play method on the English speaking ability of vocational high school students.

RESEARCH METHOD

This study employed a quasi-experimental design with a pre-test and post-test control group to examine the effect of the role play method on students' English speaking ability. The participants were students from SMK Muhammadiyah Jember, specifically from classes X-TKJ and X-Keperawatan, selected using a purposive sampling technique. They were divided into two groups: the experimental group received treatment using the role play method, while the control group was taught through a conventional teaching method. Both groups were given a pre-test and post-test to assess improvements in speaking ability. The speaking test evaluated five components—grammar, vocabulary, pronunciation, fluency, and comprehension—using a scoring rubric adapted from Nurgiyantoro and Brown. In the experimental group, students took an oral pre-test, participated in role play-based lessons, and completed a post-test through performance. The control group followed the same structure but received conventional instruction and performed paired speaking in the post-test. The instrument's content validity was ensured by aligning the tasks with the learning objectives of the Merdeka Curriculum Phase F, particularly in the context of asking and giving opinions. Data analysis was conducted using SPSS version 27, which included tests for normality, homogeneity, and an independent sample t-test to determine the significance of the results.

RESULTS AND DISCUSSION

Based on the results of the research, the scores obtained from the experimental group and the control group are as follows.

Table 1. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test experimental group	13	43	60	48.38	6.172
Post-test experimental group	13	46	73	58.23	8.438
Pre-test control group	9	20	33	25.67	5.362

Post-test control group	9	33	46	39.67	4.093
Valid N (listwise)	9				

The results in Table 4.1 show that the experimental group’s average score increased from 48.38 to 58.23 (range: 43–60 to 46–73), while the control group’s average score rose from 25.67 to 39.67 (range: 20–33 to 33–46). These results indicate that the role-play method had a greater positive impact on students' speaking ability compared to the conventional method.

In this research, a normality test was carried out, and the results are shown in the following table. Based on the analysis on the table, data is considered normally distributed if the significance value is greater than 0.05, and not normally distributed if it is less than 0.05.

Table 2. Normality Test

Hasil	Kolmogrov-Smirnov				Shapiro-Wilk		
	Kelompok	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test experimental group		.270	13	.010	.825	13	.014
Post-test experimental group		.186	13	.200	.926	13	.298
Pre-test control group		.188	9	.200	.869	9	.119
Post-test control group		.199	9	.200	.955	9	.740

As part of the study, a homogeneity testing is also involved and the results are presented in the following table. Based on the result, the pre-test scores of the experimental and control groups show a mean of 0.947, a median of 0.52, an adjusted median of 0.52, and a trimmed mean of 0.709. Since the significance value is above 0.05, the data is considered homogeneous.

Table 3. Homogeneity Test

	Levene Statistic	df 1	df 2	Sig.
Pre-test (Experimental & control group) Based on mean	.947	1	20	.342
Based on median	.052	1	20	.823
Based on median and with adjusted df	0.52	1	14.928	.823
Based on trimmed mean	.709	1	20	.410

To support the data analysis, an independent sample t-test is used with the results shown in the table below. Based on the result of the independent sample t-test, the t-value is 6.09 and the significance value is 0.05. Since the significance value is exactly 0.05, it shows that there is a meaningful difference between the experimental group and the control group.

Table 4. Independent Samples Test

Post-test (Experimental and control group)	Levene's test for equality of variances		t-test for equality of means		Mean difference	Std. error difference	95% confidence interval of the difference	
	F	Sig.	t	Sig. (2-tailed)			Lower	Upper
Based on mean	.000	.000	6.090	.000	18.000	2.960	12.080	24.000
Based on median			6.090	.000	18.000	2.960	12.080	24.000

The findings show that the role play method significantly improved students’ speaking ability at SMK Muhammadiyah Jember. The experimental group’s average score increased from 48.38 (pre-test) to 58.23 (post-test), while the control group improved from 25.67 to 39.67. This supports Yoniswan (2020) in Dwiyanti & Lolita (2023), who noted that role play is more effective than conventional methods in teaching speaking.

Role play gave students more opportunities to speak, build confidence, and simulate real-life communication, unlike the conventional method which limited student interaction. This aligns with previous research (Tompkin, 2018; Geneuss et al., 2020) showing that role play enhances both fluency and confidence.

Other contributing factors include high student participation, manageable class sizes, and a one-month research duration that allowed for proper implementation of pre-test, treatment, and post-test. These conditions supported the successful application of the role play method in improving speaking skills.

CONCLUSION AND SUGGESTIONS

Teachers are encouraged to use the role play method as an interactive alternative in English classes, as it not only improves students' speaking skills but also boosts their confidence and participation. To maximize its effectiveness, teachers should also create an engaging classroom atmosphere that fosters student motivation. Future researchers are suggested to use the role play method at other school levels, like junior high or elementary school, with changes that match the students' age and development. It is also recommended to use more participants and give more time for the research, so the results can be more accurate and apply to more people.

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