

Exploration of the Role Play Method in Improving Student's Speaking Skills

 <https://doi.org/10.31004/jele.v10i1.663>

*Rizki Fitriani, Susiati^{1,2} 

University Muhammadiyah Surakarta, Indonesia

Corresponding Author: rizkifitriani0810@gmail.com

ABSTRACT

This study explores the the role play method in improving English speaking skills in junior high school. The background of study is the low level of students' English speaking skills, which is due to the lack of practice and low self-confidence. The main objective in this study is to describe the role play method in improving English speaking skills at the junior high school level. The method used in the research is descriptive qualitative approach, with data collection obtained through interviews and observations. The findings highlight student barriers, the importance of real practice and the adjustment of curriculum materials. The results showed that the application of the role play method had students' involvement in learning and this method proved to very effective in improving students' fluency and accuracy in learning the language. This research is expected to contribute to more creative users of the role play method at junior high school level.

Keywords: Role play method, Speaking skills, English language teaching, Junior high school

Article History:

Received 21st December 2024

Accepted 1st February 2025

Published 2nd February 2025



INTRODUCTION

English is a language that is widely used throughout the world or as a second language. English language skills are not only limited to speaking, but also involve skills reading, writing, listening (Ournal, 2022) This ability can be used in the process of learning to speak English by students, so that students are able to apply English in everyday life. Language skills not only include the ability to understand reading texts and listen to conversations, but also the ability to speak and write in English effectively. To achieve English fluency, consistent and targeted practice is needed. However, in reality, many junior high school students in Indonesia still have difficulty developing their English speaking skill. There are obstacles in this regard such as grammar, vocabulary, and lack of enthusiasm in learning so that many junior high school students still have difficulty in expressing their thoughts and ideas in English (Bte et al., 2023).

Some factors that cause these difficulties include the lack of opportunities to practice speaking English in real contexts, lack of self-confidence, and less varied learning methods. In addition, the limited vocabulary and sentence structure mastered by students also become obstacles in conveying ideas effectively (Mei & Masoumeh, 2017), Lack of confidence in speaking English or interacting in English with other friends. This study is interesting and relevant to study, although a number of studies have tested the effectiveness of role-playing methods in improving speaking skills. There is still a gap in the literature regarding the application of this method, especially in junior high school students. Most previous studies at the elementary school level have focused on higher education or different learning contexts.

The main objective of study is the exploration of role playing methods in improving junior high school students' English speaking skill. This study aims to answer the question of how much influence the role-playing method has on improving fluency, accuracy, and complexity of English speaking. This study is expected to provide significant contributions in several ways (Multidisciplinary & 2018, n.d.) First, the result of this study can be a basic for English teachers to develop more interesting and effective learning materials, second, this study can provide recommendations for the development of English curriculum at the junior high school level. This study is expected to provide a positive contribution to improving the quality of learning in Indonesia.

The importance of this study lies in the effort to find effective solution in improving students English speaking skills (Literature & 2019, 2019). By knowing the factors that influence the success of implementing the role play method, it is hoped that concrete recommendations can be obtained for teachers and schools in designing more effective English learning. Based on the description above, it can be concluded that there is still a gap between the need for good English speaking skills and student current abilities. Therefore, this study aims to fill this gap by examining the effectiveness of the role play method in improving English speaking skills in junior high school students.

This study attempts to explore the role-playing method in improving students' skills and identifying obstacles that affect the English learning process in Klaten, including the support of the influence of environmental support, interaction and teaching media used, there is still a real research gap in understanding the curriculum material delivered and the obstacles taht affect junior high school students in Klaten. Existing research mainly focuses on senior high school students in grade 9 in the context of the effectiveness of the method taught (Amari, 2023) for example, research has highlighted the importamnce of creating a comfortable and supportive learning atmosphere (Ege et al., 2018) and knowing the obstacles faced by students during the English learning process (Makhsun & Prasetyarini, 2020) other studies have emphasized the role of relevant materials during classroom teaching and in shaping student character (Azarnoosh et al., 2016) but the challenges faced bu students in Indonesia such as lack of confidence, lack of vocabulary and lack of interaction in the classroom.

There is also previous research that emphasize on teaching English through English proficiency, pedagogy and perfromance which states that integration with the use of language proficiency as well as pedagogical approaches and continuos perfromance evaluation can bring about a change in the classroom for the better in a teaching and teaching materials used such as laptops and discussion approaches between students (Richards, 2017).

The study entitled the effect of role play method on students' English speaking skills at senior school level. revealed that the influence of the role play method can bring a positive impact on students, by helping to improve student's speaking skills but meanwhile, teachers' challenges and things that affect students (Amari, 2023). Namely unsuintable learning environment become students' influence. These findings highlight the importance of using teaching strategies that attract students in order to learn well and comfortably. This study and the current study were conducted to explore the findings of students' influence in language skills, but the study Amari's, examined students at the senior high school level while this study focuses on first.

The importance of speaking skills in the English classroom. This highlights "*English speaking skills in the classroom*". With the need to teach speaking skills to students, this paper involves teaching methods such as role playing to train students' skills by involving several techniques that are EFL/ESL in the English classroom (Rao, 2019). The teacher's challenge is whether students can immediately practice the results that have been taught. This is almost the same as the research currently under study (Akbar et al., 2020) , the teaching method used is role playing to speaking by giving students the opportunity to understand or learn the material that has been given. The effectiveness of the role play method on the speaking skills of grade 9 students. This highlights that the effectiveness of the role play method is

very effective in training speaking skills in grade 9 with the learning techniques of discussing and explaining the material. The challenge in this case is that the teacher must build student interaction and communication in the classroom. The difference with the current study is that after explaining the material in grade 7 students will pair up to read a short dialog (Zuraidah, 2020).

Implementation of role play teaching techniques to improve students to improve students speaking skills in class, *"that language production skills, namely speaking with one's own ability are very important. In improving fluency, accuracy and pronunciation of vocabulary and role play techniques have a positive impact"* (Ardeyanti, 2024). States that the skills of producing language, namely speaking with one's own ability, is very important. This study focuses on improving fluency, accuracy and pronunciation of vocabulary. This interactive shows that role play techniques have a positive impact the challenge face by teachers in teaching is that there are still many students who have not mastered much vocabulary (Korovina et al., 2019).

"Obstacles in learning to speak faced by students" according to (Makhsun & Prasetyarini, 2020) speaking English sometimes has obstacles that are found in some students, these obstacles such as lack of confidence, shyness and fear of being wrong and limited vocabulary. The challenges faced by the teacher are how to overcome the obstacles that occur during learning. The current research also examines the obstacles faced by students but at the 7 grade high school level.

Definition of Role Play Method

The definition of role-playing learning is that students directly play a problem that focuses on problems about the material that has been explained and is related to humans. In this case, student are given the opportunity to practice or explain a character that is played directly and other student can observe their friends who explain or practice in front of the class. Another thing is that teachers can assess or provide input and critics regarding the learning material being studied.

Characteristic of the role-playing learning model according to other experts are expressed by (Carrasco, 2022) saying that role play can be said to be the same as socio-drama which is basically in the relationship of social problems. Role play is a role that exists in the real world in a role show in the classroom by both teachers and students. The characteristic of the role play are encouraging interaction between student, allowing them to learn from each other in a relaxed atmosphere, student are expected to be brave in improvising speaking in front of the class and have the freedom to express themselves, and finally the realistic context in role play reflects real situations so that students can experience learning with everyday life.

Relationship between Role Play and English Speaking Skills

Role play is a learning method that can improve students' speaking skills in English. According (Your, 2024) role play has a relationship with students speaking skills, such as how students can express language by speaking English in front of the class and teacher. To find out the exploration of the effectiveness of the relationship between role play and English speaking, it is necessary to have a learning framework before the start of learning such as the teacher explaining this role play method. Some of the relationship of role play with speaking skills are the first interactive speaking practice, providing opportunities for students to speak in real conditions and take part in the role play practicing English actively.

Secondly the importance of increasing student confidence through this role play students can learn to speak without the pressure that often occurs in class with formal situation. Thirdly it can develop vocabulary, role play can involve specific things that require certain vocabulary this can help students in expanding vocabulary in a relevant manner. The last is listening skills, to speak English it is necessary for students to listen their friends who are in front of the class speaking English in order to respond appropriately in good communication.

The relationship between role play methods is also related to cognitive theory states that English speaking ability is how ongoing learning using role play method in speaking ability. In the context of this study, this theory helps to understand how we practice language using English in relation to the role play method both before and after. It provides a framework to explore which learning strategies are effective to help learners acquire knowledge quickly and effectively. Communication skills are necessary for a person to develop their personality. Cognitive theory (Rojas et al., n.d.) States that learning not only involves physical actions, but also involves mental processes such as attention, memory and motivation. We tend to observe the role of a teacher in front of remember information and be able to imitate it well

METHOD

Research Design

This study used a qualitative descriptive approach to determine the relationship between English language proficiency and the use of role play methods, with a particular focus on the use of teaching methods and language skills. The research design involved data collection with the results of interviews with teacher and students to provide results that are in accordance with the use of the role-playing methods in the classroom and students language speaking abilities. The study aims to determine the results of data collection whether the role-playing method can affect students' language skills with accuracy and fluency in speaking. Analysing survey data and analysing observation data the exploration of the application of the role play methods. Through qualitative descriptive analysis, this study seeks to identify correlations and patterns that can contribute to deeper insights into how the role play method affects students in English speaking skills. The qualitative nature of this study allows for data collection results that evaluate structured and objective exploration of the relationship between the method and English speaking ability.

Instruments

This study aims to investigate the relationship between role play method and language skills, with an emphasis on the results of *interviews* and *observations*. This study aims to explore how the implementation process of the learning speaking skills using role play techniques in the context of English language learning. Variations in English proficiency affect the pattern of students' language skills in the classroom. In addition, this study can indirectly talk about the effectiveness of language education using role play method in improving speaking skills, because English proficiency is the main variable under study. The object of this study provides a clear picture of what is at proficiency, role play method, speaking improvement.

Respondents

The respondents in this study were 7th grade students in a junior high school in Klaten. They were the main focus of the study to understand how role-playing methods affect their English speaking skills. English teachers provided insight into the use of role-playing methods in learning and the challenges faced by students.

Research Subject

In a study entitled exploration of role-playing method in improving students' speaking skills in Klaten, the subject were junior high school students in Klaten. These students became the focus group studied to understand how the role play method affect their English speaking skills and how they practice speaking in front of the class. This study aims to analyze and determine whether there is an increase in fluency and accuracy in speaking English from the role-playing method. The data produced are in the form of observations and interview results. This is to determine their language use skills well.

Data Source

The data of study were obtained through observation, interviews with teachers and 30 students. To obtain data source, interviews were conducted with English teachers of grade

7 with several questions and interviews with 30 students were conducted simultaneously. Observation of the school environment and the classroom were conducted at the beginning before the interview began, after which interviews with teachers and students were conducted. Therefore, this study can be seen how the role-playing method affects students' English skills in the classroom. The students in learning languages, smart and not smart, education, and socio-culture can affect students' English skills and use of English.

Technique of Collecting Data

To conduct research effectively, it is important to clearly understand some basic terms related to data collection, such as instruments, materials, and data collection. Therefore, this study uses data collection in the form of observation and interviews. Utilizing interview surveys is a very efficient method of data collection for research, allowing for quick access to a large number response. Design interviews that assess English language proficiency and collect information from teachers and students. Questions about English use in the classroom, such as the vocabulary, accuracy and fluency use in English lessons and the teacher methods of teaching. This research was used to called qualitative data about English language proficiency, use of teaching method, and implementation of English.

Data Validity

This study uses independent variables, namely the definition of role play method and the dependent variables is the relationship between role play and English speaking skills. In this case, the control variables are teacher and 30 students who will later be interviewed regarding the role play method and the relationship between role play and language skills. The informants were interviewed carefully by compiling each question with ling sentence answers according to the theory and underlying variables to ensure the quality of the questions. To assess the results, this study will produce whether the role play method brings changes to students in language skills compared to the results before and after using the role play method. This analysis aims to ensure that the exploration of the role play method can bring changes in skills.

Data analysis

Data analysis for this study used descriptive data analysis techniques. Data analysis will be useful for describing the impact of the role play method on English language skills in schools and presenting data that is easier to understand and comprehend. The analysis process is focused in depth and can concise picture of the role play method and English language skills in junior high schools. The results of interviews and observations of the school environment allow us to see the relationships between the role play method and language that can help of this impact. Comprehensive results on descriptive data analysis in English learning methods and strategies, which offer insight into the basic concepts and applications of this method.

FINDINGS AND DISCUSSION

After explaining all the background of this research along with the theories that have been presented in the research and the research methods used, this chapter will present the results and discussion of this research. The results of the research will be described from the results of interviews and observations of the school environment. The discussion in this chapter is obtained through the results of data collection conducted with the results of interviews and observations of the required informants such as teachers and students as well as discussion of the problems of this study. In the results and discussion chapter, the results of interviews conducted in November 2024 at Klaten Junior High School will be described which related to the exploration of the use of role play methods in students' English language skills in Klaten.

The Implementation of Speaking Skills Learning Using the Role Play Techniques

Pre- Activity

In this initial stage, the teacher conducts an introduction to the material such as explaining the purpose and objectives of learning and the importance of language skills in the social context in the classroom. After that, the teacher conducts warm-up activities, such as recalling previous material that has been taught or a brief discussion, to trigger students' participation in increasing their memory and confidence in the classroom. Then the teacher prepares the material that will be taught in class, such as the material of greeting and farewell, the teacher introduces the scenario of the method that will be taught and provides the background context that will be taught. The teacher will divide the students into small groups and assign each role and focus on reading the dialog with the material of greeting and farewell.

Main- Activity

In this second stage, students perform activities where they say and practice the results of the greeting and farewell dialogue that has been determined. This activity includes: students are encouraged to interact with friends according to the roles that have been distributed. The teacher monitors and provides support when students need help or explanations that students do not understand. The teacher observed the students with speaking skills such as pronunciation, intonation and use of vocabulary. In this case students can talk to each other using English or provide feedback after each session ends after this role play activity with greetings and farewell material, the teacher provides a short break in the form of reflecting on the experience, and explaining and discussing the challenges faced in group form and identifying to make improvements.

Closing

The last stage or closing, the teacher can summarize the learning and conduct feedback on the material that has been taught, in order for students to recall what has been conveyed in the learning process. The teacher can give a general evaluation of the students' performance during the role-playing activities in the classroom, discussing the positive aspects and things that need to be improved. The students are given time to reflect on their experiences, both in discussing role-playing and English speaking experiences as well as in group cooperation. After that the teacher gives additional assignments or exercises to strengthen students' speaking skills. After all is delivered the teacher ends the learning session by motivating all students to continue practicing in speaking English by using the skills that have been delivered and learned in everyday life.

From the result above it is initial learning techniques before entering direct practice by students, the teacher said *"That learning techniques are very influential with class conditional and how to deliver material correctly, the class will be conductive and learning to listen well"*. This related to the findings of the word on the implementation of role play teaching techniques to improve students' speaking skills in class state (Ardeyanti, 2024) *"That language production skills, namely speaking with one's own ability are very important. In improving fluency, accuracy and pronunciation of vocabulary and role play techniques have a positive impact"*.

The interview results indicate that the role-playing method used in the classroom is highly engaging and enjoyable for students. This method involves several key elements that enhance direct learning, such as assigning different characters with unique traits, backgrounds, and objectives. Additionally, the role play is set in a specific time and place, either real or imagined, to create an immersive experience. The storyline plays a crucial role in structuring interactions among characters, incorporating conflict, resolution, and character development. Dialogue and conversations help bring the scenario to life by expressing emotions and interactions between characters. Furthermore, clear rules and guidelines ensure that students adhere to the expected behaviors within the role-playing framework.

Beyond these structural elements, role-playing also fosters important skills in students, such as verbal and non-verbal expression through body language and intonation.

The method encourages students to communicate effectively and engage in meaningful interactions. Moreover, feedback is an essential part of the process, allowing students to reflect on their performance and learn from their experiences. Observations and analyses of interactions further enhance the learning process, as students can evaluate different dynamics in role play, whether through peer feedback or external observers. Overall, role-playing provides an interactive and immersive way for students to develop communication skills, critical thinking, and emotional expression.

In an interview with an English teacher at Klaten School, she explained that various teaching media are used in the role-playing method to enhance students' English-speaking skills. Essential tools include a laptop and projector, which allow teachers to present video or audio recordings of conversations in specific contexts, helping students improve pronunciation and intonation. Additionally, teachers use character or dialogue cards to guide students in understanding their roles and practicing conversations effectively. Whiteboards and markers are also utilized to highlight key vocabulary, sentence structures, or important points related to the dialogue. Furthermore, textbooks and supplementary reading materials, such as folklore books written in simple English, provide relatable and comprehensible dialogues for students, making role-playing more engaging and effective in language learning.

The findings refer to the literature review according to The findings refer to the literature review according to (Richards, 2017) based on *"Teaching English through English proficiency, pedagogy and performance"*. Stating that this study is almost the same integration with the use of language proficiency and pedagogical approaches and continuous performances evaluation can bring about changes in the classroom for the better in teaching and discussion approaches between students. The result of the interview above are interviews with English teachers in reality and the student learning process, The result of interviews with teachers stated that *"The teaching media used in class really helped students understand the material presented and students did not get bored easily when looking at the teaching media"*.

After that there are also the results of field observations that have been made by researchers to find out the existence of school facilities and environment. From the results of field observations, this school has various facilities that greatly support teaching and learning activities. There are 15 classrooms that are quite spacious and comfortable, each classroom is equipped with a projectore and there are also 27 students in each room, which is an ideal number of students for room and a science laboratory that students can use for practicum. A library is also provided as an important learning resource for students. In the process of teaching English, the school has one teacher for grade 7, while for grades 8 and 9 there are three English teachers. With all the good facilities and competent teaching staff, the school is further improving the quality of education for its students.

The materials taught to students for English speaking skills such as:

Greetings and Farewell

In the play method, students will first be explained the material to be learned and practiced then after that students pair up and have a short conversation involving greeting and farewell material, for example:

A: "Hello, how are you?"

B: "I'm fine, have you prepared for the exam on Monday?"

A: "Yes, of course. I hope to do well."

B: "Me too!"

A: "Alright, I'm going back to class now".

B: "Nice to meet you"

A: "You're welcome! Bye!"

B: "See you soon!"

Introducing oneself and others

Next material related to English speaking skills is introducing oneself and others in grade 7 English learning. Here is an example of the material:

In introducing yourself is a sentence structure; name, age, city, and hobbies

Sample conversation

A: "Hello, my name is Rani"

B: "Hi, Rani! I'm Jonny"

A: "Nice to meet you, Jonny. I'm 12 years old"

B: "Where do you live?"

A: "I live in Bandung. How about you?"

B: "I live in Jakarta"

A: "That's great! What do you like to do?"

B: "I like playing soccer and swimming"

Introducing other people

A: "Hello everyone, this is my friend Erina"

B: "Hi, Erina! Nice to meet you!"

A: "Nice to meet you too!"

B: "Erina is 11 years old and she lives in Solo."

A: "What do you like to do, Erina?"

B: "I love singing and cooking"

A: "That sounds fun!"

The above material is one of the English lessons used by teachers during language learning. *"The teacher concludes that by presenting the material using the role-playing method which is more real and can be directly practiced by the teacher to students".* Speaking learning materials with short dialogues such as greetings and farewells and short material on introducing other people can train students with basic skills they have, this brings about significant changes for students. This is according with the results of research conducted by (Zuraidah, 2020) *which states "That the effectiveness of the role play method is very skills with discussion learning techniques and explaining the material.*

Obstacles do students face in learning to speak using role-playing strategies.

The interview with the teacher revealed several obstacles students face when learning to speak English using the role-playing strategy. One major challenge is that many students feel awkward or shy when speaking in front of their peers, especially during the transition from elementary to senior high school, which affects their active participation. Additionally, vocabulary limitations make it difficult for students to find the right words to use in their roles, hindering their ability to express themselves fluently. Some students also struggle to understand the characters they are assigned, making it hard for them to perform their roles effectively. Another significant issue is a lack of confidence, as students may hesitate to speak English due to fear of making mistakes, ultimately reducing the effectiveness of the role-playing strategy in improving their speaking skills.

From the explanation above it is known that many students have various obstacles in the process of learning English from lack of confidence and limited vocabulary making students. Each students has different abilities, there are also students with low speaking skills and may feel left out or unable to follow the group dynamics. Perhaps students do not understand the material that has been explained by the teacher sometimes when asked for feedback students still feel confused.

The role-playing method improve student fluency and accuracy in speaking English

According to the teacher, the role-playing method brings significant improvements in students' language skills, particularly in fluency and accuracy when speaking English. During the learning process, students engage in real-life speaking practice, where they simulate social situations such as shopping or interviews, helping them feel more comfortable communicating in English. Additionally, daily vocabulary exercises, like memorizing and reciting words in front of the class, enhance their ability to recall and use new words effectively. Through dialogue, students learn to express ideas, listen, and respond appropriately, fostering hands-on collaborative learning. Group-based role-playing further strengthens their communication skills as students take turns practicing conversations in a supportive environment. Moreover, this method creates a more relaxed and engaging classroom atmosphere, reducing shyness and boredom, making students more confident and motivated to participate in learning English.

From the result of the results of the research as well as "the results of observations and interviews, this study shows that the use of role play methods in learning English in class 7 junior high school in Klaten has a positive impact on students' speaking skills. *"Through observations and interviews, it was revealed that each students felt that the method taught brought changes and was more confident and participated actively in teaching and learning activities in the classroom"*. This is the same as the findings of the words in (Mudofir et al., 2019) which state *"that learning strategies are very important for students's speaking skills with the role play method can improve English speaking fluency and accuracy"*.

Discussion

The findings of this study reveal the application of the role play method that contributes to the weaknesses faced by students and the improvement of speaking skills in learning English at the junior high school level. These-insight highlight the importance of practice in real contexts, the important of curriculum adjustment, methods that play an interactive role and the obstacles faced.

The Implementation of Speaking Skills Learning Using the Role Play Technique

The result of the study indicate that the practice of speaking English in the implementation of learning in a real and direct context by students can increase self-confidence, in line with (Akbar et al., 2020) there are also activities during the learning process such as pre-activity, main activity and closing, which emphasizes the importance of self-confidence to speak English in front of a supportive class. In addition, the role of interactive methods (Korovina et al., 2019), to make students more active and directly involved in learning. Besides the obstacles faced by students (Makhsun & Prasetyarini, 2020) identified obstacles faced by students in the classroom such as shyness, lack of confidence and limited vocabulary. The importance of curriculum adjustments, this is the need for curriculum adjustments in the material presented, supporting the focus (Azizah, 2024) on learning ability. Although the *"curriculum adjustments were not very significant"*, it still shows the role curriculum adjustments can play. The findings highlight strategies that address confidence, students constraints, the importance of real practice and adjustments to curriculum materials to encourage student engagement in English language learning.

There are findings from the results of the interview, namely the use of media for learning English with the role-playing method, namely the teacher uses a laptop and projectore when explaining the material In using the role play method it has several advantages that can develop students' speaking skills. Such as, this method creates as interactive and fun learning atmosphere. With this method students can practice speaking with a real context, making it easier for students to understand the material being taught. In this study, with the results of interviews students that they were more confident speaking English when in front of the class and the role played. In line with (Azizah, 2024) in addition, *"the role play method helps students remember vocabulary and relevant structured sentences. With*

the dialog to be acted out, students learn to use new words and appropriate vocabulary, with this can enrich students' understanding of English". This is in line with the findings of previous studies that show experiential learning, such as the method used, can bring about significant changes.

Obstacles do students face in learning to speak using role-playing strategies

The obstacles faced by students in learning to speak English using the role-playing method very diverse and real, this improves students' speaking skills courage in speaking. One of the main challenges faced by teachers in implementing this role-play model is how to manage the class when students practice directly comfortably and in real terms. Sometimes teachers find it difficult to ensure that each student is actively involved in speaking practice. Some students admit that they are still a little shy or not confident when speaking English, which of course hinders their learning process. This same is a barrier for students. Therefore, there are several aspects that need to be improved to help students be more confident in speaking and interacting.

However, the effectiveness of this method has some challenges faced by teachers at the beginning of the implementation of this method, as well as students in the learning process. Some students admitted that they were still a little shy when speaking in front of their speaking, there are still things that need to be improved to increase students' confidence in interacting and communicating. This is in line with (Makhsun & Prasetyarini, 2020) *"Students' language variation is also a factor that can affect the effectiveness of this method. Those lower speaking ability may struggle with group dynamics, which can inhibit students' participation"*. Therefore, it is important that teachers provide support to students who need it, by explaining the material further or adding practice tasks.

The role-playing method improve student fluency and accuracy in speaking English

This study shows that students' self-confidence, fluency and accuracy is a key factor that greatly influences their ability to communicate well. In this context, interactive role-playing, which also includes adjusting the curriculum materials according to the students need. Overall, the findings highlighted a complex exploration of the role-playing method in improving English speaking skills at the junior high school level. Student confidence, interactive role play including customization of curriculum materials were found to be very beneficial in this study and an effective strategy in improving students' speaking skills, but it needs to be balanced with an approach that is able to bring students participation. With this, educators are expected to create a conducive learning environment so that all students feel comfortable and can learn interactively and contribute during the learning process. *"that language production skills, namely speaking with one's own ability are very important. In improving fluency, accuracy and pronunciation of vocabulary and role play techniques have a positive impact"* (Ardeyanti, 2024).

CONCLUSIONS

This study aims to explore the effectiveness of the role play method with improving the English speaking skills of junior high school students in Klaten. Based on the results of data analysis obtained from interviews and observations, there are conclusions that can be drawn. The role play method is successfully applied in the classroom, by providing an interactive and engaging learning experience for students. The learning process involves role playing and simulating real situations to help students improve their speaking skills significantly. Although the method is effective, there are some obstacles faced by students, such as lack of vocabulary and shyness to speak in front of the class. This indicates the need for additional support from teachers to build students' confidence in the classroom and enrich students' vocabulary. This study shows that the use role play method can improve students' fluency and accuracy in speaking English. Through real and relevant English

speaking practice, students will be more comfortable in communicating and expressing ideas well. In order for learning to be more effective with role play method, it is suggested that teachers should make a more varied approach and provide constructive feedback for students. Overall, this study shows that the role-playing method is a very effective tool in improving students' speaking skills, and can be used as a teaching tool to improve students' speaking ability, and can serve as a valuable learning strategy for education in Indonesia.

ACKNOWLEDGEMENTS

I would like to thank the English teacher and the 7th grade students of junior high school in Klaten for their help in helping me to research the teaching methods in junior high school in Klaten. I would like to thank my supervisor, Mrs. Susiati, for her help and encouragement in guiding me in compiling this manuscript.

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