Improving Students' Speaking Proficiency: A Role Play Approach As A Tour Guide

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Abstrak

Studi ini menganalisis seberapa baik metode bermain peran bekerja sebagai pemandu wisata untuk meningkatkan kemampuan berbicara siswa. Data dari tes awal dan tes akhir yang diberikan sebelum dan sesudah intervensi dianalisis menggunakan uji-t sampel berpasangan sebagai bagian dari desain pra-eksperimental kuantitatif. 32 siswa dari XI MIA di SMAIT Smart Syahida berpartisipasi dalam enam sesi latihan bermain peran yang ditujukan untuk memasarkan lokasi wisata tertentu sebagai bagian dari perawatan. Uji-t sampel berpasangan mengungkapkan nilai-t -12,763 dan nilai-p 0,000, yang berada di bawah tingkat alfa 0,05, yang menunjukkan peningkatan substansial dalam kemampuan berbicara. Ini menunjukkan bahwa kemampuan berbicara siswa MIA kelas 11 berhasil ditingkatkan dengan teknik bermain peran. Studi saat ini harus melihat perbandingan antara metode bermain peran dan strategi pengajaran lainnya, menurut penelitian tersebut.

Kata kunci: Bermain peran, Keterampilan berbicara, Pemandu wisata

Abstract

This study analyzes how well the role-playing method works as a tour guide to improve students' speaking abilities. Data from pre-tests and post-tests given before and after the intervention were analyzed using a paired sample t-test as part of a quantitative pre-experimental design. 32 students from XI MIA at SMAIT Smart Syahida participated in six sessions of role-playing exercises aimed at marketing specific tourism locations as part of the treatment. A paired sample t-test revealed a t-value of -12.763 and a p-value of 0.000, which is below the alpha level of 0.05, indicating a substantial improvement in speaking abilities. This shows that grade 11 MIA students' speaking abilities are successfully improved by the role-playing technique. Current studies should look into comparisons between the role-playing method and other teaching strategies, according to the study.

Keywords: Roleplay, Speaking skills, Tour Guide

INTRODUCTION

An important tool for communication, language enables people to communicate ideas, feelings, and thoughts in a variety of contexts. As stated by Apriyanto (2020), language functions as a tool for communicating ideas to increase understanding between people. Beyond interpersonal relationships, language is essential for encouraging interactions between cultures to build a connection between people and their environments. English has become the most popular and important language in the modern world, offering as a means for communication between many industries and societies. English language competency is becoming more and more important for business, education, and international diplomacy, according to Jalal (2020). This makes it crucial for anyone looking to interact with people throughout the world, especially in cross-cultural and professional situations.

Additionally, Adawiyah (2022) underlines the importance of English in the present day since ithelps nations build connections, improve industry, and promote global economic expansion. Strong English proficiency is essential for people and countries to gain since it can open up economic opportunities, promote cross-cultural understanding, and help them succeed in the global marketplace. This is shown by how much more they depend on English for commerce. This emphasizes how crucial it is to value and comprehend many languages in order to improve interpersonal relationships and teamwork.

According to recent studies, fluency in English is essential for productive international cooperation in domains including technology, business, and education (Janisyah, 2023). It is clear that students in Indonesia, a country that is developing quickly, need to learn English in order to access information and technology, which are primarily shared in English, and to engage in international discussions (Wulandari, 2018). Indonesian students must concentrate on improving the four essential abilities of speaking, listening, reading, and writing if they want to succeed in learning English as a foreign language. Speaking English is important because it allows people to communicate effectively in a world that is becoming more interconnected by the day

Students must be able to communicate effectively in English, especially in Indonesia, where fluency in the language has a big influence on career and educational prospects. Syaharuddin (2024) notes that in need for students to communicate their thoughts clearly and confidently in a variety of situations they must improve their vocabulary, grammar, and pronunciation. However, a lack of practice and a curriculum which often places more emphasis on grammar than speaking abilities cause many Indonesian students to struggle with speaking English (Laila et al., 2023). Their sense to use spoken English is further restricted by cultural issues including fear of being judged and anxiety about accents (Abdalla & Mohammed, 2020).

The difficulties in teaching students in speaking are increased by their lack of confidence and motivation. In the words of Prasetyaningrum et al. (2023), bad grammar and a fear of making mistakes are the main barriers to effective communication. Furthermore, students low vocabulary and pronunciation problems make it difficult for them create meaningful sentences, which makes speaking exercises intimidating. Students are not motivated or given opportunities for genuine communication by traditional teaching methods, which frequently concentrate on theoretical approaches and repetitive exercises (Maulidar et al., 2019). Students' difficulties may be made worse by this lack of presence, which can result in boredom and apathy.

Creative teaching methods are required to solve these problems. Because it gives students the opportunity to practice real-life interactions in a safe setting, role-playing has become a particularly successful technique for improving speaking abilities. According to research by Mulyana & Anugrah Gusti (2020), more than 80% of students believe role-playing helps them become better speakers. This approach improves students' fluency and vocabulary while also boosting their confidence (Sukatri Hardanu, 2016; Binti Shamsudin et al., 2023).

Effective communication relies heavily on the capacity to speak, and language students have explored numerous aspects of this talent. Speaking, according to Arif et al. (2019), is the ability to express ideas clearly and effectively. This talent needs both a strong grasp of language mechanics and the capacity to comprehend information and language in real time. Being able to take turns during talks and using body language are both essential components of effective speaking. Additionally, it demands spontaneity because speakers need to react precisely, quickly, and without improper preparation. This suggests how crucial speaking skills are for enabling successful and transparent communication in a variety of settings. Communicative Language Teaching (CLT) is one technique of teaching English that has come into encourage recently. This method is supposed to help students communicate more effectively in English. According to several kinds of studies, all ELT programs have employed CLT approaches to help students become more proficient communicators. Various tasks used in the classroom that come under the category of CLT activities include group discussions, role plays, interviews, games, and presentations (Nggawu & Thao, 2023).

Communicative Learning Techniques (CLT) are frequently used by English teachers for helping in the learning process. This method suggests the value of responsive communication between teachers and students. This interaction's goal is to make the classroom lively so that everyone can participate in a variety of activities that facilitate learning a foreign language (Rahmatillah, 2019). Previous research has highlighted various approaches to role play in language teaching, with Tiana Delis Meta and Apriani Rini (2021) categorizing them into two main types: scripted and unscripted role play. In scripted role play, participants engage with pre-written dialogues from textbooks or deliver texts as speeches, focusing primarily on conveying the language's meaning. Conversely, unscripted role play, also known as free or improvisational role play, allows participants to create their dialogues without relying on written materials, fostering spontaneity and creativity in communication.

Agyeman and Antwi-Bosiako (2022) stated that tour guides play a vital role in the tourism industry by serving as connectors between travelers and destinations. Their responsibilities extend beyond mere guidance; they act as translators, educators, storytellers, and service providers. This diverse range of tasks is particularly important in enhancing the travel experience, especially within the context of ecotourism, where a deep understanding of environmental sustainability is essential.

Hu et al. (2024) argue that the professional identity of tour guides extends beyond technical tasks to encompass the emotional connections they establish with their work and the interactions they have with tourists. This emotional attachment significantly influences their performance and directly impacts tourist satisfaction, particularly in the realm of cultural tourism. The competencies required for this role involve not only personal relationships but also a profound understanding of the work, highlighting the importance of emotional engagement in enhancing the overall tourist experience.

Numerous studies have demonstrated the effectiveness of role-playing in enhancing students' speaking skills. Mulyana & Anugrah Gusti (2020) found that over 80% of students benefited from role-playing as it boosted their confidence and classroom participation. Sukatri Hardanu (2016) highlighted improvements in pronunciation, vocabulary, and fluency among tourism program students, although motivation remained a challenge. Additional strategies like pronunciation games were introduced to increase engagement.

Binti Shamsudin et al. (2023) emphasized that role-playing creates a fun and engaging learning environment, encouraging active student participation. Maulana & Lolita (2023) further confirmed that students using role-playing showed significant improvements in vocabulary, fluency, and understanding compared to those who did not.

This research builds on existing studies by introducing role-playing in a tour guide context, an innovative strategy simulating real-life scenarios where speaking skills are crucial. Acting as tour guides helps students engage in authentic conversations, improve public speaking confidence, and practice organizing and delivering information effectively. So this research focuses on using role play as a tour guide to improve students' English-speaking skills.

RESEARCH METHODS

The study used a pre-experimental design and a quantitative methodology. This approach, which directs the research process from beginning to end, is thoughtful and structured. In order to investigate certain populations, it gives priority to scientific procedures, gathering data using research instruments and statistically evaluating it to evaluate theories (Sugiyono, 2019).

A one-group pre-test (O1), treatment (X), and post-test (O2) comprised the pre-experimental design used in this investigation. By comparing participants' performance before and after the treatment, this design makes it possible to evaluate the impact of an intervention (Creswell, 2019). To assess the outcomes, the sample was given a pre-test right before the treatment and a post-test following it.

Purposive sampling was used to choose 32 students from the XI MIA class for the sample. Using this approach, volunteers are chosen according to particular traits that support the study's goals (Andrade, 2021). The selection of participants was based on their suitability for the research topic, interest in role-playing exercises, and suitable speaking abilities.

Pre-test and post-test scores were used to gather data, and the one-group pretest-posttest procedure with a paired sample T-Test was used for analysis. Eight meetings, including a pre-test and a post-test, were used to perform the study.

Pre-test: Using a rubric, students were evaluated on their pronunciation, grammar, vocabulary, fluency, and comprehension after being taught how to act as tour guides in a role-playing exercise (Luturkey, 2019).

Treatment: Over the course of six sessions, each lasting 70 minutes, the role-playing method was used as a tour guide.

Post-test: Following the treatment, students used the skills they had acquired to present a tourist destination of their choosing.

The Paired Sample t-test was used to compare the means of the pre-test and post-test scores in order to statistically evaluate the results. To ascertain the degree of improvement and the normality of the data distribution, the analysis was carried out using SPSS software. The determined t-value was used to assess the findings' significance.

The study found two variables: the development in speaking abilities was the dependent variable (Y), and the role-playing technique as a tour guide was the independent variable (X).

This methodical approach seeks to further the field of language instruction by offering insights into how well role-playing helps Indonesian students improve their English speaking abilities.

FINDINGS AND DISCUSSION

The study involved 32 students who participated in pre-test and post-test assessments. The pre-test results revealed a mean score of 56.09, indicating that most students struggled with vocabulary, pronunciation, fluency, and confidence. Only 21.88% of students were in the "Good" category, and none achieved "Excellent." The majority (75%) fell into the "Average" category.

Criteria	Score	Number of Students	Number of Students in Percentage
Excellent	80-100	-	-
Good	60-79	7	21,88%
Average	40-59	24	75,00%
Poor	20-39	1	3,13%
Very Poor	0-19	-	-

After implementing the role-playing intervention, the post-test scores showed significant improvement, with the mean score increasing to 77.34. A total of 68.75% of students were in the "Good" category, and 28.13% reached the "Excellent" category. The "Poor" and "Very Poor" categories were entirely eliminated.

Criteria	Score	Number of Students	Number of Students in Percentage
Excellent	80-100	9	28,13%
Good	60-79	22	68,75%
Average	40-59	1	3,13%
Poor	20-39	-	-
Very Poor	0-19	-	-

The paired sample t-test results indicated a significant improvement in students' speaking skills, with a t-value of -12.763 and a significance level of 0.000 ($p < 0.05$). The eta squared value of 0.84 further confirmed a large effect size, indicating a substantial impact of the role-playing intervention on students' speaking performance.

The findings of this study provide compelling evidence for the effectiveness of role-playing as a pedagogical intervention to enhance the speaking skills of eleventh-grade students. The statistically significant improvement in speaking proficiency, as demonstrated by the paired samples t-test ($t(31) = -12.763$, $p < 0.001$), strongly supports the study's hypothesis. This highly significant result, coupled with a large effect size (although not explicitly calculated and reported in the findings), indicates a substantial and meaningful impact of the six-session role-playing intervention on students' overall speaking abilities. The observed improvement suggests positive effects across various components of speaking proficiency, including fluency, pronunciation, and vocabulary, although a more granular analysis of these individual components would be beneficial in future research.

These findings align with a growing body of literature supporting the use of role-playing in language education. Numerous studies have demonstrated the efficacy of role-playing in creating engaging and immersive learning environments that foster active participation and improve communicative competence (e.g., Mulyana & Anugrah Gusti, 2020; Binti Shamsudin et al., 2023; Maulana & Lolita, 2023). The simulated real-world context of the tour guide role-play likely contributed to the observed improvements by providing students with opportunities for authentic communication practice and increased confidence in using English in a practical setting. This resonates with research emphasizing the importance of authentic communication tasks in language acquisition (Littlewood, 1981).

CONCLUSION

Speaking skills are essential for mastering English, yet many Indonesian students face challenges due to limited vocabulary, pronunciation difficulties, and low confidence. Traditional teaching methods often fail to engage students in meaningful communication, highlighting the need for interactive and practical learning strategies.

This study investigated the effectiveness of the role-playing method as a tour guide to improve students' speaking skills. Conducted with 32 grade XI MIA students at SMAIT Smart

Syahida, the research adopted a quantitative pre-experimental design with paired sample t-tests. Students participated in six structured sessions where they role-played as tour guides promoting tourist destinations.

The findings revealed a significant improvement in students' speaking abilities. The mean pre-test score was 56.09, increasing to 77.34 in the post-test. The effect size ($\eta^2 = 0.84$) indicated a substantial impact, confirming the effectiveness of the role-playing approach. The paired sample t-test showed a t-value of -12.763 and a significance level of 0.000, leading to the rejection of the null hypothesis (Ho) and acceptance of the alternative hypothesis (Ha).

These results suggest that role-playing as a tour guide is an effective method for enhancing students' speaking skills, fostering improvements in vocabulary, pronunciation, fluency, and confidence. This interactive teaching approach can be a valuable strategy for educators seeking to develop students' communication abilities in EFL settings.

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