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Implementation the Role-Play Learning Model to Improve English Speaking Skills

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Abstrac
Speaking is an essential component of English language learning; however, university students often struggle to speak fluently and confidently. This study aimed to improve students' speaking skills through the implementation of the role-play learning model. This classroom action research (CAR) involved 36 students and was conducted in two cycles, each consisting of planning, action, observation, and reflection. Data were collected through speaking tests and classroom observations. The results showed that the mean score increased from 70.25 in the pre-cycle to 73.54 in Cycle I and 85.25 in Cycle II. The score increased by 4.69% from the pre-cycle to Cycle I and by 15.93% from Cycle I to Cycle II. In Cycle II, 88.9% of the students achieved the minimum mastery criterion, exceeding the target success rate of 75%. These findings indicate that the implementation of the role-play learning model can improve students' speaking skills through dialogue practice, idea expression, and the development of confidence in communicating in English.

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1. INTRODUCTION

English is taught in Indonesia as a foreign language in formal education, from elementary school to higher education. There are four language skills, one of which is speaking. Speaking is often considered the most challenging skill for university students to master. It plays a central role in language learning because it activates receptive knowledge acquired through listening and reading while developing the fundamental cognitive skills required for language production (Mooduto, 2026). In this regard, students often encounter difficulties when speaking English, including limited vocabulary, grammatical errors, inaccurate pronunciation, and a lack of fluency.

Classroom observations in English classes revealed that most students were reluctant to participate in learning activities. They tended to be passive and lacked confidence when engaging in discussions in English. This finding is consistent with Robby (2025), who reported that only 20–30% of students actively participated in English-speaking activities, while the remainder tended to remain silent or respond with brief answers. This situation suggests that students may have limited self-confidence and vocabulary knowledge. The problem is further exacerbated by the continued use of conventional teaching methods, such as lectures and written exercises, which provide students with limited opportunities to practice speaking directly. Therefore, the selection of an appropriate teaching model should consider classroom conditions and student characteristics to enhance students' interest and motivation in learning.

Students' learning success is influenced by the implementation of appropriate teaching models. Such models should create a learning environment that is enjoyable, challenging, engaging, and motivating (Nuarta, 2020). Based on these findings, it is essential to design and implement innovative and relevant teaching models to improve students' English-speaking skills. One suitable alternative is the role-play learning model, which encourages students to actively practice speaking in communicative, authentic, and low-pressure situations.

Hermansyah et al. (2025) found that the role-play learning model effectively creates an enjoyable and interactive learning environment, thereby increasing students' confidence in communicating in English. Similarly, Siska (2025) reported that integrating role-play activities into learning is an innovative approach that can significantly improve English language proficiency. Furthermore, Raharjo (2025) demonstrated that implementing role-play in English language learning helps students develop speaking skills with greater confidence, clarity, and relevance to professional contexts. Through simulations of real-world workplace situations, students have opportunities to practice spontaneous oral communication, expand their vocabulary, and improve their fluency and accuracy in English. Meanwhile, Qurrotuaini (2026) suggested that the practical and enjoyable nature of the role-play learning model can help enhance students' confidence and active participation in English language learning. This model encourages students to speak more confidently and use functional vocabulary in everyday communication. Therefore, the role-play learning model can serve as an alternative approach to improving students' English communication skills by fostering an enjoyable, interactive, and participatory learning environment.

Based on the foregoing discussion, the researchers were motivated to conduct a study entitled "Implementing the Role-Play Learning Model to Improve University Students' English-Speaking Skills." The study aims to improve the speaking and communication skills of first-semester students in the Indonesian Language and Literature Education Study Program at Universitas Indraprasta PGRI through interactive and communicative learning activities.

2. RESEARCH METHODS

This study employed a Classroom Action Research (CAR) design and was conducted at Universitas Indraprasta PGRI in the English course of the Indonesian Language and Literature Education Study Program. According to Batubara (2026), classroom action research combines practical interventions with reflective analysis to help lecturers understand and continuously improve their teaching practices. The study focused on the role-play learning model and students' English-speaking skills. The participants were 36 third-semester students in the 2026/2027 academic year, comprising 16 male and 20 female students. They were selected through purposive sampling, with active participation in the English course as the selection criterion. The primary research instrument was a speaking test. Speaking skills were assessed based on four indicators: pronunciation, fluency, grammar, and confidence or active participation. Test scores were classified into four categories: excellent (86–100), good (71–85), fair (56–70), and poor (below 55). The data were analyzed using descriptive statistics, including the mean and standard deviation, to compare students' initial and post-intervention speaking performance and examine changes in their speaking skills. The study was conducted in several cycles, each consisting of four stages: planning, action, observation, and reflection.

Stage	Stage
Planning	Preparing a role-play-based lesson plan, developing scenarios and dialogues, and preparing observation sheets and a speaking assessment rubric.
Implementation	The lecturer implements speaking instruction using the role-play learning model in accordance with the prepared lesson plan.
Observation	Observing students' activities and participation throughout the learning process using observation sheets and assessing their speaking performance.
Reflection	Analyzing the observation and test results, identifying challenges, and planning improvements for the subsequent cycle.

3. RESULTS AND DISCUSSION

3.1 RESULTS

Based on observations of the guided learning process, the researcher found that the students' learning outcomes had not yet met the minimum mastery criterion of 75. Therefore, the students' initial learning outcomes before the intervention are presented in the following table.

Students' Speaking Learning Outcomes

No.	Score Range	Mastery Criteria	Number of Students	Percentage (%)
1	Below 75	Not Mastered	20	55,56%
2	75–100	Mastered	16	44,44%
Total			36	100%

Based on the table above, 16 students (44.44%) achieved mastery in speaking skills before the intervention, while 20 students (55.56%) had not achieved mastery out of a total of 36 students. The highest score was 80, the lowest score was 60, and the average score was 70.25. These results indicate that most students had not yet met the Minimum Mastery Criteria (MMC) of 75. Therefore, an instructional improvement strategy was needed through the implementation of the role-play model to enhance students' English-speaking skills. This Classroom Action Research (CAR) was conducted in two cycles, each consisting of four stages: planning, action implementation, observation, and reflection.

Cycle I Results

The implementation of the role-play model in Cycle I went relatively well, although several challenges remained. Students' learning outcomes improved, but the improvement was not yet significant. The average score for students' performance in conducting simple dialogues was 73.54.

Results of the Students' Speaking Learning Process Test in Cycle I

Kriteria Skor	Nilai
Highest score	80
Lowest score	65
Class average	73,54

Percentage of students who achieved the Minimum Mastery Criteria	50%
Percentage of students who did not achieve the Minimum Mastery Criteria	50%

Based on the table above, the students' speaking skills assessment results showed a highest score of 80 and a lowest score of 65, with a class average of 73.54, reflecting the overall level of students' English-speaking proficiency. The evaluation revealed that 18 students had achieved the Minimum Mastery Criteria (MMC), while the remaining 18 had not. These findings indicate that students' speaking skills still need improvement. Therefore, further instructional improvements through the implementation of the role-play model in the next cycle are necessary, particularly to enhance students' participation, willingness to speak, fluency, and confidence in speaking English.

Students' Speaking Learning Process Scores in Cycle I

No.	Score Interval	Number of Students	Percentage (%)
1	65–70	4	11,1%
2	71–74	5	13,9%
3	75–79	8	22,2%
4	80–84	10	27,8%
5	85–100	9	25,0%
Total		36	100%

The implementation of the role-play model in Cycle I showed an improvement in students' learning outcomes. Based on the evaluation results, the average score increased from 70.25 during the guided learning stage to 73.54 in Cycle I. These findings indicate an improvement in students' speaking skills following the implementation of the role-play model, as presented in the table below.

Comparison of Pre-Cycle and Cycle I Scores

No.	Test	Average Score	Improvement	Remarks
1	Pre-Cycle	70,25	4,69%	Improvement observed
2	Cycle I	73,54		

In Cycle I, students had not yet achieved optimal improvement in the speaking learning process. Of the 36 students, 9 received an excellent rating, 10 received a good rating, 8 received a fairly good rating, 5 received a fair rating, and 4 received a poor rating. Based on these findings, only 50% of the students achieved the Minimum Mastery Criteria (MMC), which was below the target of 75% of the total number of students. Therefore, further improvements were necessary to enhance students' speaking skills. Consequently, Cycle II was conducted to achieve better learning outcomes and improve students' overall speaking performance.

Cycle II Results

Cycle II was conducted as a follow-up to the analysis and reflection of Cycle I. The results of Cycle I indicated that students' average learning outcomes had not yet reached the predetermined criteria. Therefore, Cycle II was designed as an improvement based on the findings and reflections from the previous cycle. The implementation of the role-play model in Cycle II proceeded smoothly and resulted in improved students' speaking performance, with an average score of 85.25.

Results of the Students' Speaking Learning Process Test in Cycle II

Kriteria Skor	Nilai
Highest score	95
Lowest score	75
Class average	85,25
Percentage of students who achieved the Minimum Mastery Criteria	88,9%
Percentage of students who did not achieve the Minimum Mastery Criteria	11,1%

Based on the table above, the students' lowest score was 75, while the highest score reached 95, with a class average of 85.25. A total of 32 students (88.9%) achieved the Minimum Mastery Criteria, while the remaining 4 students (11.1%) had not yet achieved mastery. These results indicate an improvement in students' speaking skills following the implementation of the role-play model. To further examine the learning process outcomes in Cycle II, the data are presented in the following table.

Students' Speaking Learning Process Scores in Cycle II

No.	Score Interval	Number of Students	Percentage (%)
1	75–79	4	11,1%
2	80–82	5	13,9%
3	83–85	8	22,2%
4	86–88	8	22,2%
5	89–90	11	30,6%
Total		36	100%

The implementation of the role-play model in Cycle II resulted in a significant improvement compared with Cycle I. This improvement is reflected in the increase in students' average speaking score from 73.54 in Cycle I to 85.25 in Cycle II. These findings indicate that the guided role-play model effectively improved students' speaking performance. The improvement in students' speaking skills is presented in the following table.

Comparison of Pre-Cycle and Cycle II Scores

No.	Test	Average Score	Improvement	Remarks
1	Cycle I	73,54	15,93%	Improvement observed
2	Cycle II	85,25		

In Cycle II, students demonstrated substantial improvement in the speaking learning process. Of the 36 students, the highest score was 95, achieved by 11 students (30.6%), while the lowest score was 75, obtained by 4 students (11.1%). The average score increased to 85.25, with 88.9% of students achieving the Minimum Mastery Criteria (MMC) and 11.1% remaining below the required standard. This improvement indicates that students had a better understanding of the course material and were able to perform simple dialogues in English more effectively. Based on the data analysis, the average score increased by 15.93% from Cycle I to Cycle II. These findings suggest that the role-play model was effective in improving students' English-speaking skills.

3.2 DISCUSSION

Based on the findings of this study involving third-semester students, it can be concluded that the improvement in students' speaking skills indicates that the role-play model can be used as an instructional tool for teaching English speaking. This model emphasizes direct learning experiences, allowing students to apply the learning materials through imagination and role-playing activities (Afri, Naldi, et al., 2024).

The implementation of the role-play model is expected to foster students' interest and motivation in learning, as it develops their problem-solving skills and encourages critical thinking. Furthermore, this model can help reduce students' anxiety and enhance their confidence in speaking English. These findings are consistent with the theory proposed by Sandi and Pritandhari (2025), which states that the implementation of appropriate instructional models can increase students' learning interest and thereby strengthen their engagement in the learning process.

This study was conducted in two cycles to evaluate the effectiveness of the role-play model in improving students' English-speaking skills. Each cycle consisted of four stages: planning, action, observation, and reflection. Before the intervention, observations revealed that only 44.44% of students had achieved learning mastery with scores of 75 or above, while 55.56% had not met the required standard. These findings indicated a clear need to improve the instructional approach. In Cycle I, the implementation of the role-play model resulted in an improvement, although it was not yet substantial. The average score was 73.54, with the highest score being 80 and the lowest 65, while the learning mastery rate reached 50%. Despite this progress, the results remained below the expected target. These findings suggest that the role-play model began to positively influence students' speaking performance, but further improvements were necessary to achieve optimal learning outcomes.

Cycle II was conducted as a follow-up to the analysis and reflection of Cycle I. In this cycle, the implementation of the role-play model proceeded more smoothly and yielded better results. The students' average score increased to 85.25, with 88.9% of students achieving the Minimum Mastery Criteria (MMC). The highest score was 95, while the lowest was 75. Data analysis revealed a 15.93% increase in the average score from Cycle I to Cycle II. These findings indicate that the role-play model was effective in improving students' learning outcomes. No substantial decline in students' scores was observed, suggesting that students generally maintained their progress and continued to improve their English-speaking skills.

4. CONCLUSION

Based on the findings of this study involving third-semester students enrolled in an English course, it can be concluded that the implementation of the role-play model significantly improved students' speaking skills. Before the implementation of this

instructional model, only 44.44% of students achieved learning mastery, with an average score of 70.25. Following the implementation of the role-play model over two cycles, the students' average score increased to 85.25, while the percentage of students achieving the Minimum Mastery Criteria (MMC) rose to 88.9%. These improvements indicate that the role-play model was effective in enhancing students' understanding and speaking skills, particularly in performing simple dialogues in English.

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