

The Use Of Role Play Method To Improve English Speaking Skills Of Students Majoring In Spa Therapist Venus One Tourism Academy

Desak Ayu Kembariasih¹, Pande Agus Adiwijaya², I Wayan Numertayasa³

e-mail: kembariasihdesakayu@gmail.com

¹²³Fakultas Ilmu Pendidikan, Institut Teknologi dan Pendidikan Markandeya Bali, Indonesia

Abstrak

Masih banyak siswa yang mengalami kesulitan dalam berbicara bahasa Inggris karena kurangnya kepercayaan diri, minimnya kesempatan praktik, serta pendekatan pembelajaran yang kurang kontekstual dan interaktif. Metode pembelajaran yang digunakan metode bermain peran (*role play*), yang dapat mensimulasikan situasi dunia kerja secara langsung dan memungkinkan siswa untuk belajar dalam konteks nyata. Penelitian ini bertujuan untuk mengeksplorasi efektivitas metode bermain peran (*role play*) dalam meningkatkan keterampilan berbicara bahasa Inggris di kalangan mahasiswa jurusan Terapis SPA di Venus One Tourism Academy. Penelitian ini dilakukan dalam dua siklus menggunakan desain Penelitian Tindakan Kelas (PTK). Subjek penelitian terdiri dari delapan siswa yang menghadapi kesulitan dalam keterampilan berbicara. Data dikumpulkan melalui pre-test, post-test, observasi, dan dokumentasi. Hasil pre-test menunjukkan bahwa rata-rata skor keterampilan berbicara siswa berada pada kategori rendah, yaitu 50. Setelah menerapkan metode bermain peran, hasil post-test menunjukkan peningkatan yang signifikan, dengan skor rata-rata mencapai 82,4, di mana 87,5% siswa berhasil memenuhi Kriteria Ketuntasan Minimal (KKM) yang ditetapkan. Temuan ini menunjukkan bahwa penerapan metode peran secara efektif meningkatkan motivasi, partisipasi, dan kepercayaan diri siswa dalam berbicara bahasa Inggris. Studi ini merekomendasikan penggunaan metode peran sebagai strategi pengajaran yang dapat diadopsi oleh pendidik dalam pendidikan bahasa, terutama dalam konteks pendidikan vokasi di industri pariwisata.

Kata Kunci: Keterampilan Berbicara, Metode Bermain Peran, Pendidikan Vokasi

Abstract

There are still many students who have difficulty in speaking English due to lack of confidence, lack of practice opportunities, and learning approaches that are less contextual and interactive. The learning method used is the role play method, which can simulate workplace situations directly and allow students to learn in a real context. This study aims to explore the effectiveness of role play method in improving English speaking skills among students majoring in SPA Therapist at Venus One Tourism Academy. The study was conducted in two cycles using a Classroom Action Research (CAI) design. The research subjects consisted of eight students who faced difficulties in speaking skills. Data were collected through pre-test, post-test, observation, and documentation. The pre-test results showed that the average score of students' speaking skills was in the low category, which was 50. After applying the role-playing method, the post-test results showed a significant improvement, with the average score reaching 82.4, in which 87.5% of students managed to meet the Minimum Completion Criteria (KKM) set. The findings show that the application of the role-play method effectively increased students' motivation, participation, and confidence in speaking English. This study recommends the use of the role method as a teaching strategy that can be adopted by educators in language education, especially in the context of vocational education in the tourism industry.

Keywords: Speaking Skills, Role Play Method, Vocational Education

Introduction

English is a globally recognized language that is essential for tourism workers or people living in tourist areas. It helps international tourists understand the attractions being offered. Advances in communication technology and the opening of international markets make the development of markets and economies seem seamless. It is agreed that the business language between countries is English. Although Indonesia has made significant efforts to prepare its human resources by providing English education starts from elementary school, followed by junior high school, and then senior high school, training centers, and universities, this does not guarantee that students' communication skills are sufficient to compete in the tourism industry. Extra efforts are made to ensure young job seekers can communicate effectively in English. In relation to international marketing, English proficiency is very important for communicating fluently with people from various countries. (Waziana et al., 2017).

Without good English language competence, it is difficult to enter the tourism industry. Indonesia possesses a vast pool of human resources with Opportunities as well as challenges to sustain and compete in the global landscape this fast-paced era. Human resources are an important key to winning the competition. Domestic professionals compete with foreign workers and create intense economic competition. This shows that many aspects of tourism must be considered to win the global market.(Meylina & Mulyaningsih, 2024).

Amaniarsih (2023) explain the four English language skills as follows: 1) Listening is a basic and receptive aspect of language. This process requires understanding the spoken words without the opportunity to re-read them. Listening is considered difficult for beginners because there is no control over the spoken words. 2) Writing is the ability to express thoughts in written form. It is a complex process that requires an understanding of grammar and vocabulary. Moreover, writing in English is quite challenging because different contexts require different forms of writing. 3) Reading is an active process involving text comprehension and understanding the use of language and sentence structure. 4) Speaking is the most frequently used active aspect of communication. Speaking requires continuous practice to achieve fluency.

In the context of education, enhancing English language proficiency—particularly speaking skills—requires the application of effective, adaptive, and student-centered learning models to achieve the desired learning outcomes (Haryani et al., 2024) A learning model serves as a systematic framework or general pattern that guides the design, implementation, and evaluation of the instructional process. This model includes approaches, strategies, methods, and techniques used to achieve specific learning objectives. According to Pratiwi (2021), there are various examples of learning models, including: 1) The Direct Instruction Model, which focuses on direct teaching from the teacher to students, usually for factual or procedural material. 2) Collaborative Learning Approach, which Places importance on teamwork among learners in small teams to complete tasks together. 3) The Inquiry-Based Learning Model, which emphasizes exploration and discovery by students through questions and investigations. 4) The Problem-Based Learning Model, where students learn through the process of solving real-world problems. 5) The Project Based Learning Model, where learning is focused on completing projects as a way to understand the material.

Maximizing the development of English-speaking skills requires the integration of suitable learning models and instructional methods. In this case, the Problem Based Learning (PBL) model is an appropriate choice for educators in the English learning process. This is because the PBL model places students at the center of learning by providing them with real-life problems relevant to the context of their lives or fields of study, which they must solve using their knowledge and skills, including their English-speaking abilities (Saleh, 2013) . By solving these problems, students not only enhance their communication abilities but also develop critical thinking skills, work in teams, and develop speaking skills through discussions and presentations.

Furthermore, an appropriate method to complement the complexity of the Problem-Based Learning (PBL) model is one that actively engages students in the learning process. One effective method in this

context is role play, which has been proven to enhance language skills, particularly speaking abilities. This method provides a contextual and meaningful learning experience, as students are encouraged to take on roles in scenarios that reflect real-life situations. As a result, students not only understand the material theoretically but also develop their communication skills through practice. Therefore, role play is a highly relevant approach to support the effectiveness of the PBL model in language instruction. (Suciati, 2021).

This aligns with research conducted by Huda (2015) , which states that students' speaking skills before using the Role Play method fell into the "fair" category, by mean score of 71.5. After the cycle 1, average score increased to 84.1 ("good"category), and in the second cycle, it further increased to a higher level 91.5 ("very good"category). Observations show an increase in students' activity and participation in learning. The Role Play method has been proven effective in enhancing students English speaking skills. The improvement in scores from cycle 1 to cycle 2 indicates this method increases students' motivation and activeness in communication.

Furthermore, research by (Hakim, 2020) states that in the first cycle, the average student activity reached 76%, while the learning completeness was only 57%, with an average formative test score of 66%. After continuing the application of this method to In the second cycle, there was a significant increase; the average student performance improved considerably to 88%, and learning completeness also increased to 81%, with the average formative test score reaching 71%. These findings This indicates that the "Role Play" method is successful in improving outcomes increasing student engagement and their learning outcomes in English speaking. Additionally, Noviana (2023) states that the Role Play method in English learning is a highly effective alternative strategy to improve students' learning outcomes, particularly in the four English skills, especially speaking. This improvement in learning outcomes is achieved through the role play technique, guiding students to collaborate in performing roles according to their field of study, thereby discovering new concepts.

Furthermore, with the importance of English-speaking skills today, especially to support the competence of human resources in the tourism sector, many training institutions focus on providing context-based training using the simulation technique in. their daily education., particularly in English education. One of them is LPK Venus One Tourism Academy, a training institution located in Gianyar Regency, offering two training levels equivalent to diploma 1 and 2. There are several department options, including HK, FO, F&B service, Culinary, spa, room division, and F&B division. One department that has recently gained increasing popularity is the spa department. This requires graduates in the spa field not only to have basic skills in spa services but also to possess good and active language skills.

However, in reality, LPK Venus One Tourism Academy still utilizes a instructor and a question-and-answer approach methods during classroom education, where trainees are only given texts or notes to study. They rarely practice directly, limiting their opportunities to practice speaking actively. This affects their communication skills because students seldom gain direct experience in speaking practice. As a result, many trainees lack confidence when speaking in public or interacting in real-life situations, such as customer service simulations or dialogues in tourism contexts. Their speaking skills do not develop well, which can impact their performance in the workforce.

Based on the initial observation conducted on October 25, 2024, through direct observation, interviews with the English training subject instructor, and several trainees in the spa department, it is found that English learning takes place once a week for 3x45 minutes per week. The English training subject instructor explains that during the learning process, the methods applied in some materials lean towards the role play method with several contexts of real-world problems/cases aligned with industry conditions. However, the implementation of this method is not yet optimal. Furthermore, the instructor also states that the trainees' English-speaking skills are still in the category of " Less towards good"

based on daily monitoring results. This is reinforced by the pre-test scores of the English-speaking skills of the SPA Therapist department students at Venus One Tourism Academy, where the scores obtained by 8 students are 42, 56, 44, 41, 63, 44, 66, and 44 from the 10 assessment indicators applied by the instructor. Then, from these scores, the researcher calculates the average score using the formula $\bar{x} = (\sum x)/n = 400/8$, $\bar{x} = 50$. Therefore, the average score of the students is 50, which is far from the minimum completion criteria (KKM) of 80. In addition, a brief interview conducted by the researcher with several trainees reveals that most of the trainees feel they lack mastery in vocabulary, pronunciation, and English grammar, which causes fear and anxiety when speaking. Furthermore, the trainees also state that they rarely get active speaking practice due to the instructor's impatience, limited time, and difficult-to-understand material.

Based on the initial observation results, it is seen that there are indications of a lack of English-speaking skills among the SPA department trainees, which requires more serious attention, as well as indications that the implementation of the teaching approach is not yet optimal according to the trainees needs. With the various advantages offered by the simulation-based activity learning method in honing oral communication abilities, the researcher wants to explore further the application of the Role Play method in the context of English learning related to speaking skills at Venus One Tourism Academy, specifically in the SPA department, to determine its effectiveness in improving English-speaking skills. Additionally, the researcher also wants to explore the learning model that is suitable for the Role Play method. The purpose of this research is to evaluate the effectiveness of combining the problem-based learning model with the Role Play method in enhancing English-speaking skills of SPA department students, which is expected to contribute to English learning based on the needs of the tourism industry. Considering the background of the research outlined above, the researcher carries out the research entitled "The Use of Role Play Method to Improve English Speaking Skills of Students Majoring in SPA Therapist Venus One Tourism Academy."

Method

This study employs a Classroom Action Research (CAR) approach with the aim of improving the English speaking skills of students majoring in Spa Therapy at Venus One Tourism Academy. This Classroom Action Research is designed cyclically based on the models of Kurt Lewin and Kemmis & McTaggart, consisting of four main stages: planning, action, observation, and reflection. Each cycle consists of two meetings. In the first cycle, the planning stage included designing lesson plans focused on basic English conversation related to spa services. The action stage involved implementing role play activities simulating check-in scenarios. During observation, students' speaking performance, participation, and confidence levels were monitored. In the reflection stage, it was found that several students were still hesitant to speak, and adjustments were needed in the next cycle. In the second cycle, improvements were made by providing more guided examples and peer feedback opportunities. Role play scenarios were expanded to include complaint handling and treatment explanation. Students showed increased fluency and confidence. Observation indicated better engagement, and post-test results reflected significant improvement compared to the first cycle. The subjects of this research are 8 students majoring in Spa Therapist at Venus One Tourism Academy. Meanwhile, the object of the research is the implementation of the Role Play method combined with the Problem-Based Learning (PBL) model to improve English speaking skills. This research was conducted in two cycles, each consisting of four stages. The planning stage involved the preparation of lesson plans, coordination with instructors, and the preparation of media and evaluation instruments. The action stage focused on the implementation of the Role Play method within the context of spa services (such as check-in/check-out scenarios). During the observation stage, students' activities and progress in verbal interactions were closely monitored. The reflection stage included an evaluation of the learning effectiveness and planning for improvements in the next cycle. Data collection techniques included several methods. Observation was used to record student engagement and performance during the learning process. Tests were administered in the form of pre-tests and post-tests to assess students' speaking skills before and after the implementation of the method. Documentation involved field notes, recordings of learning activities, and evaluation results. Lastly, semi-structured interviews were conducted to explore the experiences of both students and instructors.

Finding and discussion

In this chapter, the researcher presents the findings of the study observations conducted over four meetings. The study shows that the observations aim to assess students' ability to follow the applied methods, which are the role-play method and the use of the PBL learning model. The first and second meetings focus on introducing the role-play method for guest check-in and the PBL model for guest check-in. The third and fourth meetings include the introduction of the role-play method for guest check-out and the PBL model for guest check-out.

Findings

This study was conducted in two cycles, each consisting of two meetings, focusing on the implementation of the Role Play method combined with the Problem-Based Learning (PBL) model within the context of spa services, particularly the guest check-in and check-out process. Initial observations showed that the students were highly enthusiastic about participating in the learning activities using the Role Play method. However, during the first meeting, they still faced challenges in constructing sentences and expressing themselves orally. After being provided with concrete examples and guided practice, an improvement was seen in their confidence and communication skills. Before the implementation of the Role Play method, a pre-test was conducted to assess the students' initial English-speaking abilities. The results of the pre-test revealed that the average speaking score was only 50, which was far below the Minimum Mastery Criteria (KKM) of 80. Furthermore, 0% of the students met the minimum passing score, indicating that their initial speaking skills were still considered low. Following the planning and instructional implementation, the results in Cycle I showed significant improvement. The average post-test score increased to 71.9, and 50% of the students achieved scores equal to or above the KKM. This improvement indicated that the Role Play method began to show a positive impact on students' speaking abilities, although some students still experienced difficulties with pronunciation and fluency. The learning process continued into Cycle II with adjustments and improvements based on the previous cycle. The results demonstrated further progress, with the average score increasing to 82.4, and 87.5% of the students successfully meeting the KKM. At this stage, students appeared more confident, actively engaged, and more capable of using relevant vocabulary within the context of spa services. These findings indicate that the integration of the Role Play method with the Problem-Based Learning approach was effective in improving the English-speaking skills of students in the Spa Therapist program.

The research findings indicate that the gradual implementation of the Role Play method was effective in enhancing the students' English-speaking skills. This method provided a realistic simulation of workplace scenarios, making the learning process more meaningful and contextualized. The combination of Role Play with the Problem-Based Learning (PBL) model also proved to be effective. PBL encouraged students to think critically and solve real-world problems, while Role Play enabled them to practice those solutions through spoken interaction. Overall, the improvement from the pre-test to the post-test in the second cycle demonstrates the success of the strategies applied. The average score increased significantly from 50 to 82.4, and the percentage of students meeting the Minimum Mastery Criteria (KKM) rose from 0% to 87.5%. Students became more enthusiastic, confident, and actively engaged in the learning process. These results align with previous studies such as those by Huda (2015) and Hakim (2020), which also found that the Role Play method is effective in improving students' speaking abilities.

1) Pre-test Result

Before implementing learning through the role-play method, The researcher administered a pre-test on Friday, October 25, 2024, to evaluate the students' initial skills before the role-play method was introduced. The results of this pre-test provided a baseline for measuring students' progress after implementing the method and guided the researcher in developing a more effective and appropriate learning strategy tailored to the students' needs.

To ensure the pre-test ran smoothly and produced accurate data, several preparations were made. The researcher prepared the text used in the pre-test, aligning it with the material to be taught. Additionally, a scoring rubric was developed to assess various Aspects of students' abilities, such as speaking proficiency, understanding of the situation, appropriate vocabulary usage, and comprehension of given questions. Beyond technical aspects, the researcher also ensured that students received clear instructions regarding the pre-test implementation, including the rules to follow and the allocated time. A small simulation was conducted beforehand to ensure that the text and scoring rubric could be effectively used in the evaluation process. With thorough preparation, this pre-test was expected to provide a clearer picture of students' initial abilities and serve as a foundation for designing a more optimal learning method through role play. After the researcher prepared all of these aspects, the pre-test was the conducted. The results of this pre-test will be discussed further as follows:

Table 1 Pre-test score

No.	Name	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	Average
1.	1	44	40	40	41	45	42
2.	2	60	50	50	60	60	56
3.	3	48	39	38	47	48	44
4.	4	42	40	40	41	42	41
5.	5	70	50	60	70	65	63
6.	6	48	38	39	48	47	44
7.	7	72	58	60	70	70	66
8.	8	48	38	39	47	48	44
Overall Average							50
Percentage of Classical Mastery							0%

Based on the data presented above, students' speaking ability is at a low level, with an average score of 50 . This is reinforced by the percentage of The Minimum Mastery Criteria (KKM) is still set low at 50. Based on these results, it can be concluded that students have not yet reached the KKM score of 80.

2) Post-Test Result Cycle I

Post-Test I was conducted to assess the improvement in students' speaking skills following the implementation of the role-play method. The results of Post-Test I are as follows:

Table 2 Post test I Result

No.	Name	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	Average
1.	1	55	60	65	60	55	59
2.	2	80	78	81	80	83	80,4
3.	3	61	60	63	59	60	60,6
4.	4	80	76	81	80	83	80
5.	5	70	58	58	70	60	63,2
6.	6	85	80	85	85	80	83
7.	7	70	60	60	70	60	64
8.	8	87	85	85	85	83	85
Overall Average							71,9
Percentage of Classical Mastery							50%

As shown in the table above, the average post-test score of students in the first cycle was 71.9, suggesting that almost 50% of students did not meet the Minimum Mastery Criteria (KKM) of 80. This

indicates that the role-play method's implementation in the first cycle was not yet effective in significantly enhancing students' speaking skills.

3) Post-test result cycle II

Post-Test II aimed to determine The enhancement of students speaking skills following the implementation of the role-play method. The outcomes of Post-Test I are as follows:

Table 3 Post Test II Result

No.	Name	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	Average
1.	1	70	65	65	70	70	68
2.	2	90	80	85	90	88	86,6
3.	3	90	88	89	90	90	89,4
4.	4	88	80	85	88	85	85,2
5.	5	85	79	79	85	80	81,6
6.	6	85	80	85	85	80	83
7.	7	82	79	79	82	80	80,4
8.	8	90	88	87	90	90	85
							82,4
Overall Average							
Percentage of Classical Mastery							87.5 %

As shown in the table above, the average post-test score of students in the second cycle was 82.4, with 87.5% of students meeting the Minimum Mastery Criteria (KKM) of 80. This indicates that the implementation of the role-play method and the PBL model in the second cycle was effective in enhancing students' speaking skills.

Table 4 Pre-Test, Post-Test I, and Post-Test II Results

No.	Name	Pre-Test	Post-Test I	Post-Test II
1.	Student 1	42	59	68
2.	Student 2	56	80,4	86,6
3.	Student 3	44	60,6	89,4
4.	Student 4	41	80	85,2
5.	Student 5	63	63,2	81,6
6.	Student 6	44	83	83
7.	Student 7	66	64	80,4
8.	Student 8	44	85	85
Overall Average		50	71,9	82,4
Percentage of classical mastery		0%	50%	87,5%

Based on the table above, a graph can be created to illustrate the improvement in students' speaking scores from the pre-test, post-test I, and post-test II as follows:

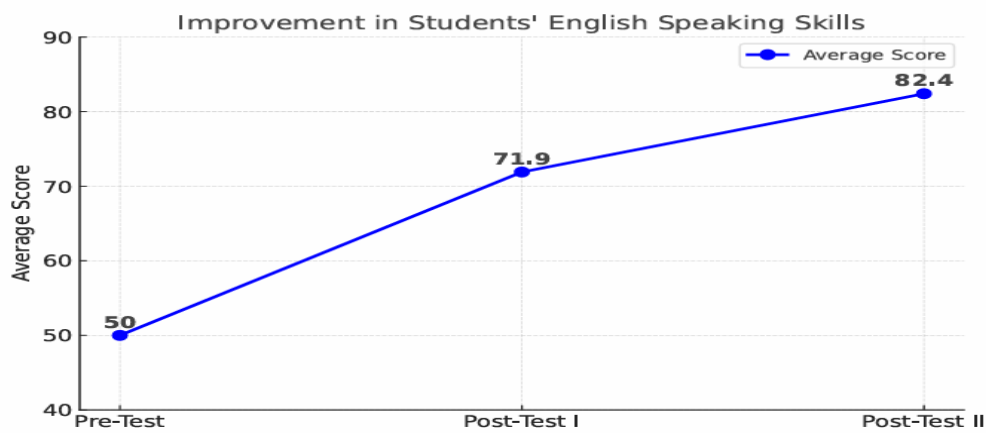


Figure 3. Graph of Students English Speaking Skills Improvement

Based on the data from the Pre-Test, Post-Test I, and Post-Test II, there is a notable enhancement in students' comprehension of the material taught. The average pre-test score was 50, indicating that before the learning process, students' comprehension levels were still low. After the learning process, the average score in Post-Test I increased to 71.9, reflecting that students began to understand the material better. Further improvement was observed in Post-Test II, with an average score of 82.4, demonstrating that students were able to effectively apply the knowledge they had learned. The percentage of students who met the classical mastery also increased, from 0% in the pre-test to 50% in Post-Test I, and further to 87.5% in Post-Test II.

Discussion

This improvement indicates the success of the implemented learning strategies, which effectively engaged students and enhanced their participation, ultimately leading to clear progress in their learning process. The role play and Problem-Based Learning (PBL) methods significantly contribute to improving students' speaking skills. In the Role Play method, students practice speaking in situations that resemble real life, taking on roles such as receptionist and guest, which compels them to actively use language and communicate with their peers. Although some students made pronunciation mistakes and laughed during their role-playing, these moments added enjoyment to the learning process and created a more vibrant classroom atmosphere. This made students more enthusiastic about learning and less tense, allowing them to think more relaxed and comfortably. Meanwhile, Problem-Based Learning (PBL) fosters collaboration among students by encouraging them to work in groups to solve complex problems, where they must discuss, argue, and present their solutions. Engagement in group discussions gives students the chance to exchange ideas and gain insights from diverse perspectives, all of which contribute to improving their speaking abilities. Additionally, through Problem-Based Learning (PBL), students are taught to face challenges they may encounter in the workplace, learning to analyze situations, think critically, and seek effective solutions. These skills are essential in a work environment, where they often need to adapt and resolve unexpected challenges. By familiarizing students with collaborative problem-solving, they not only prepare themselves for future careers but also cultivate essential skills like collaboration and effective communication. A collaborative learning environment also helps students recognize areas that need improvement, encouraging them to continue practicing. Exposure to new vocabulary in meaningful contexts helps them expand their vocabulary and enhance their speaking fluency. Finally, a supportive and non-pressuring environment provides students with a sense of security to speak without fear of making mistakes, encouraging them to communicate more boldly. With these various factors, students not only improve their speaking abilities but also build the essential confidence needed for effective communication, preparing them to enter a competitive job market.

And the results of this study are also supported by several previous research findings. In this study, students' speaking scores improved from an average of 50 at the pre-cycle stage to 71.9 after the implementation of the Role-Playing method in the first cycle, and reached 82.4 in the second cycle. This shows a notable improvement, with a percentage increase of 43.8% from the pre-cycle to the first cycle and 14.0% from the first cycle to the second cycle. In contrast, Huda (2015) research also demonstrated an increase in students' speaking scores, rising from 70 in the pre-cycle stage to 80 after the first cycle, and further increasing to 90 in the second cycle. This progress highlights the effectiveness of the Role-Playing method, with a percentage increase of 14.3% from the pre-cycle to the first cycle and 12.5% from the first cycle to the second cycle. Additionally, Karmila (2023) study found that in the first cycle, the implementation of Role Play was not yet optimal. Students faced difficulties in following the learning process, many remained inactive, and only a few groups were able to perform the role-playing activity effectively. Consequently, students' competency level reached only 53.1%, while their interest remained low at 33.33%. However, after improvements were made in the second cycle, student participation and speaking skills showed a significant increase. With further guidance, students began to better understand how to engage in role-playing and became more confident in speaking. Observations showed that students' competency levels increased to 75%, marking a 20% improvement from the first cycle. Student interest also rose to 68.75%, and the learning mastery level reached 75%. Arif (2023) in his research utilizing the role play method, found that the Role Play method provides various benefits in English language learning. familiarizing them with the use of language in various social situations. Furthermore, students learn to adapt to different communication scenarios, which enhances their critical thinking skills, problem-solving abilities, and social interaction skills.

Pokhrel (2024) in his research utilizing the role play method, found significant improvements in students' speaking skills after the implementation of the Role Play technique. In the first cycle, the average score of students was 74, with a mastery level of 72%. However, after improvements and enhancements to the teaching method in the second cycle, the average score increased to 88, with a mastery level of 92%. Furthermore, the research conducted by Fitriani (2022) states that in the first cycle, the The average score of students' speaking skills was 61, reflecting that many students still struggled with speaking English due to factors such as shyness, fear of making mistakes, and lack of confidence. However, after implementing the PBL model, a noticeable improvement was observed in the second cycle, with the average score increasing to 77. This outcome demonstrates that the PBL model effectively enhanced students' speaking skills significantly. Besides the improvement in speaking abilities, the questionnaire results also revealed that most students felt more comfortable and motivated when learning to speak using the PBL model. They believed that this method helped them express their ideas more effectively, boosted their confidence, and made learning more engaging and interactive. Hasyatun (2022) in her research on the use of the role play method and The Problem-Based Learning (PBL) model indicates that before the implementation of Role Play and PBL, students' average speaking test score was 60.4. After applying this model in the first cycle, the average score improved to 75.2, and in the second cycle, it further increased to 84.1. This suggests that the integration of the Role Play method and the Problem-Based Learning (PBL) model effectively enhances English-speaking skills. Role Play allows students to practice speaking in real-life situations, improving their communication abilities, thereby improving their courage, fluency, and ability to use appropriate vocabulary and language structures. Meanwhile, the PBL model motivates students to engage in critical thinking, solve problems independently, also communicate more effectively in English. The combination of these two methods creates a greater interactive and contextual learning environment in which students not only understand the theory but also apply it in practice. Research results indicate Students become more engaged in speaking, demonstrate greater learning motivation, and feel more confident in communicating in English. Therefore, the implementation of the Role Play method and the PBL model can serve as an innovative and effective teaching strategy to significantly improve English speaking skills.

Conclusion

Based on the research findings, it can be concluded that the combination of the Role Play method and the Problem-Based Learning (PBL) model effectively enhances the English speaking skills of students majoring in SPA Therapy at Venus One Tourism Academy, which includes 8 students. The Role Play method allows students to practice speaking in real-life contexts, thereby enhancing their courage, fluency, and mastery of vocabulary and language structures. Meanwhile, the PBL model fosters critical thinking among students, solve problems independently, and communicate more effectively in English.

The research finding that indicate the role play method and The Problem-Based Learning (PBL) model can enhance students' speaking skills following the implementation of these methods and models. During the pre-test phase, the average student score was only 50, with 0% achieving classical mastery. After applying the Role Play method and the PBL model in the first cycle, the average score improved to 71.9, with 50% of students reaching classical mastery. In the second cycle, the average score increased further to 82.4, with 87.5% of students achieving classical mastery, so the students successfully reaching or surpassing the Minimum Mastery Criteria (KKM). This means that out of 8 students, only 1 student did not fulfill the Minimum Mastery Criteria (KKM). According to the success criteria of the research, which states that at least 80% of students must achieve the Minimum Mastery Criteria (KKM), the study was concluded in the second cycle as it met the established target. In addition to the improvement in academic scores, the Role Play method also contributed to enhancing students' confidence, enriching their vocabulary, and developing their communication skills in real work situations. Students became more engaged in the learning process, more confident in speaking, and better able to interact with customers in English. Thus, the implementation of Role Play method combined with The Problem-Based Learning (PBL) model has been shown to be an effective teaching approach for enhancing students' proficiency in English speaking. The combination of these two methods not only enhances linguistic competence but also builds greater confidence and communication skills, making it an innovative and interactive in English language teaching.

References

- Amaniarsih, D. S., & Arsita, L. D. (2023). Tips Menguasai 4 Keterampilan Dalam Bahasa Inggris. *JURDIMAS: Jurnal Pengabdian Masyarakat Universitas DIPA Makassar*, 2(1), 149–155.
- Arif, M. (2023). Pengaruh Penerapan Roleplay Untuk Meningkatkan Kemampuan Bicara Bahasa Inggris. *Motoric*, 7(2), 557–564. <https://jurnal.narotama.ac.id/index.php/paudmotoric/article/view/2601><https://jurnal.narotama.ac.id/index.php/paudmotoric/article/download/2601/1763>
- Fitriani, L., Suryandari, K. C., Maret, S., & Info, A. (2022). *MENINGKATKAN KETERAMPILAN BERBICARA SISWA DENGAN MENGGUNAKAN MODEL PEMBELAJARAN BERBASIS MASALAH (PBL) DI KELAS XI OTKP SMK YPS PRABUMULIH*. 16(2), 148–155.
- Hakim, L. (2020). Penerapan Metode Pembelajaran Role Play Ketrampilan Berbicara Bahasa Inggris. *Jurnal Humanis*, 12(2), 93–99. <http://e-jurnal.unisda.ac.id/index.php/Humanis/article/view/1972>
- Haryani, H., Krismawati, I. E., Ekasani, K. A., Koeswiryono, D. P., Nova, M., Judijanto, L., Susanti, L. E., Lestari, D., Nurhaliza, N., & Kartimin, I. W. (2024). *Basic English for Tourism: Teori & Praktis Bahasa Inggris untuk Pemandu Wisata*. PT. Sonpedia Publishing Indonesia.
- Hasyatun, H. (2022). Meningkatkan minat baca dan keterampilan berbicara dalam bahasa inggris pada peserta didik kelas X melalui penggunaan model pembelajaran problem-based learning. *Jurnal Pendidikan Profesi Guru*, 3(3), 105–111. <https://doi.org/10.22219/jppg.v3i3.24011>
- Huda, K. (2015). Peningkatan Keterampilan Berbicara Bahasa Inggris Melalui Metode Role Playing. *Jurnal Penelitian Tindakan Kelas*, 16(3), 17–22.
- Karmila, N. (2023). Penerapan Role Play untuk Meningkatkan Keterampilan Berbicara Siswa dalam Pembelajaran Bahasa Inggris di Kelas IX SMP Negeri 1 Bonjol. *Pedagogika: Jurnal Ilmu-Ilmu Kependidikan*, 3(2), 231–237. <https://doi.org/10.57251/ped.v3i2.1290>
- Meylina, M., & Mulyaningsih, S. (2024). Pelatihan Bahasa Inggris Pariwisata untuk Pemuda di Daerah Wisata Pariaman. *Jurnal Pustaka Mitra (Pusat Akses Kajian Mengabdikan Terhadap Masyarakat)*, 4(1), 6–12. <https://doi.org/10.55382/jurnalpustakamitra.v4i1.649>

- Noviana, R., Yuliani, V., Muspiroh, E., & Khoiriyah, E. L. (2023). Analisis Penggunaan Role Play Terhadap Hasil Belajar Bahasa Inggris. *Jurnal Pelita Nusantara*, 1(3), 319–324. <https://doi.org/10.59996/jurnalpelitanusantara.v1i3.267>
- Pokhrel, S. (2024). MENINGKATKAN KEMAMPUAN BERBICARA MAHASISWA DENGAN TEKNIK BERMAIN PERAN (ROLE PLAY) PADA MAHASISWA BAHASA INGGRIS STKIP KUSUMANEGARA JAKARTA. *Ayan*, 15(1), 37–48.
- Pratiwi, I. (2021). *IPA untuk Pendidikan guru sekolah dasar* (Vol. 1). umsu press.
- Saleh, M. (2013). Strategi pembelajaran fiqh dengan problem-based learning. *Jurnal Ilmiah Didaktika*, 14(1).
- Suciati, S. (2021). Upaya Peningkatan Hasil Belajar Siswa pada Mata Pelajaran Bahasa Inggris Materi tentang Jati Diri (Talking About Self) melalui Penerapan Metode Role Playing (Bermain Peran) di Kelas X MIPA. 1 SMAN 4 Kota Bima Semester Ganjil Tahun Pelajaran 2020/2021. *Jurnal Pendidikan Dan Pembelajaran Indonesia (JPPI)*, 1(2), 157–176.
- Waziana, W., Anggraeni, L., & Sari, N. L. (2017). Penerapan Aplikasi Pembelajaran Bahasa Inggris Dasar Berbasis Multimedia. *Jurnal TAM (Technology Acceptance Model)*, 7, 22–27.