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Role Play as an Active Learning Techniques in Improving Speaking Skill of Grade 7 Students at MTs Al-Huda Gorontalo

(Penerapan Teknik Role Play sebagai Strategi Pembelajaran Aktif dalam Meningkatkan Keterampilan Berbicara Siswa Kelas VII di MTs Al-Huda Gorontalo)

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Abstract

This study aimed to investigate the effectiveness of the Role Play technique as an active learning strategy in improving the speaking skills of seventh-grade students at MTs Al-Huda Gorontalo. The research employed a quantitative approach using a pre-experimental one-group pre-test and post-test design. The participants of the study were 24 students of Class VII-B in the 2024/2025 academic year. Data were collected through speaking tests administered before and after the treatment. The speaking assessment covered fluency, pronunciation, vocabulary, grammatical accuracy, and comprehensibility using a rubric adapted from Brown (2004). The treatment was conducted in six meetings through structured, semi-guided, and open-ended role play activities based on daily communication contexts. The results showed that students' speaking skills improved significantly after the implementation of the Role Play technique. The mean score increased from 48.55 in the pre-test to 63.36 in the post-test. In addition, students became more confident, active, and fluent in expressing ideas orally. The paired sample t-test indicated that the improvement was statistically significant at the 0.05 level. Therefore, Role Play was found to be effective in improving students' speaking skills and creating a more interactive and communicative learning environment.

Abstrak

Penelitian ini bertujuan untuk mengetahui efektivitas teknik Role Play sebagai strategi active learning dalam meningkatkan keterampilan berbicara siswa kelas VII di MTs Al-Huda Gorontalo. Penelitian ini menggunakan pendekatan kuantitatif dengan desain pre-eksperimental one-group pre-test dan post-test. Partisipan penelitian terdiri atas 24 siswa kelas VII-B tahun ajaran 2024/2025. Data dikumpulkan melalui tes berbicara yang diberikan sebelum dan sesudah perlakuan. Penilaian berbicara mencakup aspek kelancaran, pengucapan, kosakata, ketepatan tata bahasa, dan keterpahaman menggunakan rubrik yang diadaptasi dari Brown (2004). Perlakuan dilakukan dalam enam pertemuan melalui aktivitas Role Play terstruktur, semi-terbimbing, dan terbuka berdasarkan konteks komunikasi sehari-hari. Hasil penelitian menunjukkan bahwa keterampilan berbicara siswa meningkat secara signifikan setelah penerapan teknik Role Play. Nilai rata-rata meningkat dari 48,55 pada pre-test menjadi 63,36 pada post-test. Selain

itu, siswa menjadi lebih percaya diri, aktif, dan lancar dalam menyampaikan ide secara lisan. Hasil uji paired sample t-test menunjukkan bahwa peningkatan tersebut signifikan pada taraf 0,05. Oleh karena itu, Role Play terbukti efektif dalam meningkatkan keterampilan berbicara siswa serta menciptakan lingkungan pembelajaran yang lebih interaktif dan komunikatif.

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1. INTRODUCTION

Speaking is one of the most important skills in learning English because it enables students to communicate ideas, express opinions, and interact with others effectively (Ehsan et al., 2019). In English as a Foreign Language (EFL) contexts, speaking competence becomes a major indicator of successful language learning since students are expected not only to understand English theoretically but also to use it in real communication (Derakhshan et al., 2016). For junior secondary school students, speaking ability is essential because it supports classroom participation, social interaction, and confidence in using English in daily life (Kurniasih et al., 2025). However, despite its importance, speaking is often considered one of the most difficult language skills to master, especially for students who have limited exposure to English outside the classroom (Aziz & Kashinathan; 2021; Chand, 2021).

In many EFL classrooms, including at the junior secondary level, the teaching and learning process still tends to focus more on reading, writing, and grammar exercises rather than communicative activities (Al Hosni, 2014; Underwood, 2017). Teacher-centered instruction and examination-oriented learning often reduce opportunities for students to practice speaking actively (Purmayanti et al., 2026). Consequently, students become passive learners who rarely use English for authentic communication. This condition causes students to lack fluency, confidence, and communicative competence in speaking activities.

Based on preliminary observations conducted in Grade VII at MTs Al-Huda Gorontalo, several problems related to students' speaking skills were identified. Many students were reluctant to speak English during classroom activities because they felt shy, anxious, and afraid of making mistakes. Students also demonstrated limited vocabulary mastery, unclear pronunciation, and insufficient grammatical understanding, which frequently interrupted communication. In addition, most students relied heavily on memorized dialogues instead of producing spontaneous utterances. Classroom interaction was limited because only a small number of students actively participated in speaking tasks, while others preferred to remain silent. These problems indicate that students need a more interactive and engaging learning approach that can encourage active participation and reduce speaking anxiety.

One approach that can be used to overcome these problems is active learning. Active learning emphasizes students' involvement in the learning process through participation, collaboration, discussion, and meaningful practice (Doolittle et al., 2023). In this approach, students are encouraged to become active participants rather than passive recipients of information. Through active learning activities, students have more opportunities to practice language skills, interact with peers, and develop confidence in communication. Therefore, active learning is considered suitable for improving speaking skills because it creates a student-centered learning environment that supports communication practice.

Among various active learning techniques, role play is considered one of the most effective techniques for teaching speaking (Pahamzah & Gailea, 2020). Role play allows students to act out specific characters or situations in simulated real-life communication contexts. By participating in role play activities, students can practice vocabulary, pronunciation, expressions, and sentence structures in a more natural and enjoyable way. Role play also helps students reduce anxiety because they speak as characters rather than as themselves, making them feel less afraid of making mistakes. Furthermore, role play promotes interaction, creativity, cooperation, and confidence, which are important aspects of communicative language learning.

Several previous studies have shown that role play has positive effects on students' speaking ability. Research conducted by Harmer (2001) emphasized that communicative activities such as role play encourage students to use language meaningfully in social interaction. Similarly, Larsen-Freeman explained that role play supports communicative language teaching by providing opportunities for authentic language use. Other

empirical studies also reported that role play improves students' fluency, confidence, motivation, and classroom participation in speaking activities. However, most previous studies were conducted in general secondary school settings, while studies focusing specifically on seventh-grade students in Islamic junior high schools, particularly in resource-limited learning environments, are still limited. Therefore, further investigation is needed to examine how effective role play is in improving students' speaking skills in this context.

Based on the problems and research gap described above, this study aims to investigate the effectiveness of the role play technique within an active learning approach in improving the speaking skills of seventh-grade students at MTs Al-Huda Gorontalo. This study focuses on students' speaking performance, including fluency, pronunciation, vocabulary use, grammar, and confidence in speaking English.

This study is expected to provide several significances. Theoretically, the findings may contribute to the development of knowledge related to active learning and communicative language teaching, particularly the use of role play in EFL speaking instruction. Practically, the study may provide useful information for English teachers regarding effective strategies to improve students' speaking skills and classroom participation. For students, the implementation of role play is expected to increase confidence, motivation, and communicative competence in speaking English. In addition, the findings may serve as a reference for future researchers who are interested in investigating interactive teaching techniques for EFL learners.

The implications of this research are important for English language teaching practices, especially in junior secondary schools. If role play is proven effective, teachers may integrate more interactive and student-centered speaking activities into classroom instruction. Schools may also encourage the use of communicative approaches that provide students with greater opportunities to practice English meaningfully. Ultimately, the study is expected to support the improvement of students' speaking competence and create a more engaging and communicative learning environment in EFL classrooms.

2. METHODS

This study employed a quantitative research method to investigate the effectiveness of the Role Play technique as an active learning strategy in improving students' speaking skills. Quantitative research was considered appropriate because the study aimed to measure students' speaking achievement before and after the implementation of the treatment using numerical data. The data were collected through speaking tests administered in the form of pre-test and post-test. The results of both tests were compared to determine the extent of students' improvement after participating in role play activities. The quantitative approach also enabled the researcher to analyze the significance of the improvement statistically and objectively.

2.1 Research Design

This research applied a pre-experimental design using a one-group pre-test and post-test design. In this design, one class was selected as the experimental group and received the treatment in the form of Role Play activities within an active learning approach. Students' speaking abilities were measured before and after the treatment through pre-test and post-test assessments. The pre-test was conducted to identify students' initial speaking proficiency, while the post-test was administered after the treatment to determine students' improvement in speaking performance.

The one-group pre-test and post-test design was selected because it allowed the researcher to observe changes in students' speaking skills after the implementation of the treatment. Although this design did not involve a control group or random assignment, it was considered suitable for classroom-based research where the main objective was to evaluate the effectiveness of a teaching technique in a natural learning setting. The design can be illustrated as follows:

$$O_1 \rightarrow X \rightarrow O_2$$

Where:

O_1 = Pre-test

X = Treatment using Role Play technique

O_2 = Post-test

2.2 Research Site

The research was conducted at MTs Al-Huda Gorontalo, an Islamic junior high school located in Gorontalo. The school was selected because it provided access to seventh-grade students who experienced difficulties in speaking English and because the researcher had the opportunity to conduct classroom-based intervention activities in the school environment. The learning environment at MTs Al-Huda Gorontalo reflected a typical EFL classroom context in which English exposure was limited mainly to classroom instruction. Therefore, the school was considered an appropriate setting for investigating the effectiveness of Role Play as an active learning strategy in improving students' speaking skills.

2.3 Research Duration

This research was conducted over a period of approximately two months during the 2024/2025 academic year. The implementation of the study took place in 2025 and followed the regular English learning schedule at MTs Al-Huda Gorontalo. English lessons for Grade VII students were conducted three times a week, with each meeting lasting 40 minutes, resulting in a total instructional duration of 120 minutes per week. This schedule provided sufficient opportunities for students to participate in speaking activities and role play practices during the treatment sessions.

2.4 Research Participants

The participants of this study were 24 students of Class VII-B at MTs Al-Huda Gorontalo in the 2024/2025 academic year. The participants were selected purposively based on several considerations, including class schedule accessibility, teacher recommendation, and the representation of average English proficiency among seventh-grade students. The selected class demonstrated common speaking problems typically found in EFL classrooms, such as low confidence, limited vocabulary, pronunciation difficulties, and hesitation in speaking English. Therefore, the class was considered suitable for examining the effectiveness of Role Play activities in improving speaking skills.

2.5 Research Instrument

The main instrument used in this study was a speaking test administered as both the pre-test and post-test. The speaking test was designed to assess students' speaking abilities before and after the treatment. The test consisted of three speaking tasks, namely self-introduction, picture-based role play, and a short question-and-answer session. These tasks were selected because they provided opportunities for students to demonstrate their ability to communicate orally in simple and contextual situations.

Students' speaking performances were evaluated using a modified speaking rubric adapted from Brown (2004). The rubric assessed five components of speaking, including fluency, grammatical accuracy, pronunciation, vocabulary, and comprehensibility. Each component was scored based on specific performance criteria, and the total score represented students' overall speaking achievement. The use of a standardized rubric helped ensure consistency and objectivity in scoring students' speaking performances.

2.6 Research Procedure

The research procedure was conducted in three main stages: pre-test, treatment, and post-test.

In the first stage, the researcher administered a pre-test to identify students' initial speaking abilities before the implementation of the treatment. During the pre-test, each student individually performed the speaking tasks prepared by the researcher. Students were asked to introduce themselves, respond to picture-based speaking prompts, and participate in short question-and-answer interactions. The pre-test scores served as baseline data for measuring students' speaking performance prior to the Role Play intervention.

The second stage involved the implementation of the treatment using the Role Play technique as an active learning strategy. The treatment was conducted over six instructional meetings. During the treatment sessions, students participated in various role play activities designed to encourage active communication and interaction in English. The implementation of Role Play followed a gradual progression from structured speaking practice to more spontaneous communication activities.

In the initial meetings, students engaged in scripted role plays in which they practiced dialogues based on prepared texts. This stage aimed to help students become familiar with common expressions, improve pronunciation, and build confidence in speaking English. In the following meetings, students participated in semi-guided role plays where they were provided with prompts, situational outlines, and vocabulary support but were required to create their own sentences during interactions. Finally, students performed open-ended role play activities that encouraged more spontaneous and natural communication without relying on written scripts.

The role play themes were selected based on students' daily experiences and familiar situations to make communication more meaningful and relevant. The topics included introducing oneself, ordering food, shopping for school supplies, discussing hobbies, planning school activities, and sharing weekend experiences. Each treatment session consisted of several stages, including preparation, performance, feedback, and revision. During the preparation stage, students learned vocabulary, expressions, and sentence patterns related to the role play topic. In the performance stage, students acted out the assigned situations in pairs or small groups. After the performance, the teacher and peers provided feedback regarding pronunciation, grammar, vocabulary use, fluency, and overall communication. Students were then given opportunities to revise and improve their performances. Through this interactive process, students were expected to become more confident, active, and communicative in speaking English.

In the final stage, a post-test was administered after all treatment sessions had been completed. The post-test used the same format and assessment rubric as the pre-test to maintain consistency in measurement. The purpose of the post-test was to determine whether students experienced improvement in speaking skills after participating in the Role Play activities.

2.7 Data Analysis

The data obtained from the pre-test and post-test were analyzed using descriptive and inferential statistical techniques. Descriptive statistics were used to summarize students' speaking performance before and after the treatment. This analysis included calculating the mean scores of the pre-test and post-test to identify the general improvement in students' speaking achievement. In addition, the percentage of students who achieved the minimum mastery criterion (KKM) was calculated to determine the overall level of students' achievement after the intervention.

To examine whether the improvement in students' speaking scores was statistically significant, a paired sample t-test was conducted. The paired sample t-test was considered appropriate because the data were collected from the same group of students at two different times, namely before and after the treatment. The analysis focused on comparing the differences between pre-test and post-test scores to determine the effectiveness of the Role Play technique in improving students' speaking skills.

The level of significance used in this study was 0.05. If the significance value (p-value) obtained from the analysis was lower than 0.05, the improvement in students' speaking scores was considered statistically significant. All statistical analyses were performed using Microsoft Excel to ensure accuracy, consistency, and systematic data processing.

3. RESULTS AND DISCUSSION

3.1 Students' Speaking Improvement Through Role Play Activities

The implementation of the Role Play technique showed positive results in improving students' speaking skills at MTs Al-Huda Gorontalo. The findings were obtained from the comparison between students' pre-test and post-test scores, classroom observations during the treatment sessions, and the analysis of students' speaking performance in terms of fluency, pronunciation, vocabulary, grammar, and comprehensibility.

Before the treatment was conducted, the researcher administered a pre-test to measure students' initial speaking ability. The pre-test consisted of three speaking tasks, namely self-introduction, picture-based role play, and a short question-and-answer session. Students' speaking performances were assessed using a rubric adapted from Brown (2004), which evaluated grammatical accuracy, pronunciation, vocabulary, fluency, and comprehensibility.

The pre-test results revealed that students' speaking ability was still relatively low. Many students hesitated while speaking and frequently paused because they had difficulty finding appropriate vocabulary and constructing sentences. Pronunciation problems and grammatical errors were also commonly found, which affected the clarity and comprehensibility of their speech. In addition, most students demonstrated low confidence and were reluctant to speak English in front of the class. These findings indicate that students had limited opportunities to practice speaking communicatively and were not accustomed to using English actively during classroom interaction.

Based on the pre-test results, only 9 out of 24 students achieved the minimum mastery criterion (KKM), while the remaining 15 students did not reach the required standard. This means that only 37.5% of the students met the mastery criterion, whereas 62.5% still experienced difficulties in one or more speaking components. The detailed results of the pre-test are presented in Table 1.

Table 1. Pre-Test Scores of Students' Speaking Ability

No	Students' Name	Final Score	Notes
1	Student A	44.2	NP
2	Student B	23.7	NP
3	Student C	60.3	NP
4	Student D	73.3	P
5	Student E	72.7	P
6	Student F	56.7	NP
7	Student G	19.7	NP
8	Student H	80.2	P
9	Student I	49.8	NP
10	Student J	17.3	NP
11	Student K	21.7	NP
12	Student L	35.3	NP
13	Student M	35.5	NP
14	Student N	28.8	NP
15	Student O	72.2	P
16	Student P	17.2	NP
17	Student Q	54.7	NP
18	Student R	72.2	P

19	Student S	74.1	P
20	Student T	18.0	NP
21	Student U	73.8	P
22	Student V	74.1	P
23	Student W	72.7	P
24	Student X	17.2	NP

Notes:
P = Passed
NP = Not Passed

The average pre-test score was 48.55, indicating that students' speaking achievement was still below the expected level. These findings demonstrate the necessity of implementing a more interactive and communicative learning strategy to improve students' speaking performance.

To address these problems, the researcher implemented the Role Play technique through six instructional meetings. Before conducting the treatment, the researcher completed several preparations during the planning phase. This phase included designing lesson plans based on the curriculum used at MTs Al-Huda Gorontalo, preparing learning materials and teaching media, and coordinating with the English teacher regarding classroom management, learning objectives, and assessment procedures.

The researcher prepared several teaching aids to support the implementation of the activities, including dialogue cards, vocabulary lists, picture prompts, and role-play scenario sheets. These materials were designed to help students understand the communication context more easily and reduce anxiety when speaking English. The role-play themes were related to students' daily life experiences, such as introducing oneself, ordering food, shopping for school supplies, discussing hobbies, planning school activities, and sharing weekend experiences.

During the treatment sessions, students participated in various communicative speaking activities that gradually developed from structured to more spontaneous interaction. In the initial meetings, students practiced scripted role plays to become familiar with pronunciation, vocabulary, and common expressions. In the following meetings, students engaged in semi-guided role plays in which they were encouraged to construct their own sentences based on prompts and situational outlines. Finally, students performed open-ended role play activities that required them to communicate more naturally and independently without relying on written scripts.

Throughout the treatment process, students showed noticeable improvement in classroom participation and speaking confidence. Students who were initially passive gradually became more willing to participate in oral activities. The role-play activities created a more enjoyable and less stressful learning atmosphere because students communicated as characters in simulated situations rather than speaking as themselves. This condition helped reduce fear and anxiety when speaking English.

After the treatment was completed, the researcher administered a post-test using the same format and assessment rubric as the pre-test. The post-test results demonstrated significant improvement in students' speaking performance. Students became more fluent in expressing ideas and were able to communicate with fewer pauses and hesitations. Their vocabulary use became more varied, sentence structures were more organized, and pronunciation clarity improved. Students also appeared more confident when speaking in front of the class.

The descriptive statistical analysis showed that the mean score increased from 48.55 in the pre-test to 63.36 in the post-test. In addition, the number of students who achieved the minimum mastery criterion increased after the implementation of the Role Play technique. These findings indicate that the use of Role Play contributed positively to the improvement of students' speaking skills.

Furthermore, the paired sample t-test analysis revealed that the improvement was statistically significant at the 0.05 significance level. This result indicates that the increase in students' speaking scores was not caused by chance but was influenced by the implementation of the Role Play technique as an active learning strategy.

The findings of this study support the theory that communicative and interactive learning activities can improve students' speaking ability. According to Harmer (2001), role play provides learners with meaningful opportunities to practice language in social interaction contexts. Similarly, Larsen-Freeman explained that communicative activities encourage students to use language more naturally and actively during classroom interaction.

The improvement found in this study suggests that Role Play activities are effective in creating a student-centered learning environment that promotes active participation, confidence, and communicative competence. Through repeated speaking practice in meaningful situations, students become more motivated and more capable of expressing ideas orally in English. Therefore, the implementation of Role Play can be

considered an effective strategy for improving speaking skills among junior secondary school students in EFL classrooms.

3.2 The Effectiveness of Role Play in Improving Students' Speaking Skills

The findings of this study demonstrate that the implementation of the Role Play technique significantly improved students' speaking skills. The improvement can be explained through the principles of active learning embedded in role-play activities. Role Play provides meaningful and contextualized opportunities for students to practice English in simulated real-life situations. Through these communicative activities, students are encouraged to use language actively rather than merely memorizing vocabulary or grammatical forms. As a result, students develop communicative competence, including fluency, confidence, and interactional ability.

During the implementation of the treatment, students gradually became more active and confident in speaking English. When students performed specific roles, they focused more on completing communicative tasks than on worrying about grammatical mistakes. This condition helped reduce speaking anxiety and encouraged students to participate more confidently in classroom interaction. This finding is consistent with the theory proposed by Stephen Krashen, who explained that anxiety and low self-confidence can hinder second language acquisition because learners become reluctant to use the target language actively.

The gradual stages of Role Play activities used in this study also contributed positively to students' speaking development. The implementation began with scripted role play, followed by semi-guided role play, and finally open-ended role play activities. Scripted role play helped students become familiar with pronunciation patterns, vocabulary, and commonly used expressions. Semi-guided role play encouraged students to construct sentences independently with limited support, while open-ended role play allowed students to communicate more spontaneously and naturally. This progression reflects the concept of scaffolding in language learning, where learners gradually move from controlled practice toward independent communication.

In addition, the interactive nature of Role Play increased students' classroom participation. Unlike traditional teacher-centered instruction, students were actively engaged in speaking, listening, responding, and interacting with peers throughout the learning process. Frequent exposure to communicative interaction helped students improve fluency and vocabulary mastery because they repeatedly used English expressions in meaningful contexts. These findings support the argument of Harmer (2001), who stated that communicative activities such as role play provide learners with opportunities to practice language meaningfully in social interaction.

The findings of this study are also consistent with previous research indicating that Role Play can improve motivation, confidence, and speaking performance in EFL classrooms. Through enjoyable and interactive speaking activities, students become more motivated to participate in communication tasks and more willing to express ideas orally. Therefore, Role Play can be considered an effective strategy for improving speaking skills, particularly for junior secondary school students who require supportive and engaging learning environments to develop communicative confidence.

3.3 Challenges and Pedagogical Implications of Role Play Implementation

Although the implementation of Role Play showed positive results, several challenges were still identified during the learning process, particularly related to pronunciation, vocabulary use, grammatical accuracy, and students' confidence in speaking English.

One of the major challenges experienced by students was achieving accurate English pronunciation. At the beginning of the treatment, many students had difficulty pronouncing English words correctly because of limited exposure to spoken English and differences between the English and Indonesian sound systems. According to Celce-Murcia et al. (2010), pronunciation difficulties among EFL learners are often caused by first language interference and insufficient auditory exposure to the target language. During the Role Play activities, students repeatedly practiced English expressions within meaningful communicative contexts, which gradually improved their familiarity with English sounds and pronunciation patterns.

Peer interaction also contributed positively to pronunciation development because students listened to and imitated correct pronunciation from classmates and the teacher. This finding supports Harmer (2001), who emphasized that repeated exposure to spoken language in communicative activities can improve learners' phonological awareness. However, despite the improvement, some pronunciation errors involving consonant and vowel sounds were still observed during the post-test. This indicates that continuous speaking practice and corrective feedback remain necessary to help students improve pronunciation accuracy. According to Brown (2004), systematic feedback is important in helping learners refine pronunciation and prevent the fossilization of speaking errors.

Another challenge identified in this study was students' difficulty in using appropriate vocabulary and sentence structures during oral communication. At the beginning of the treatment, many students relied on limited vocabulary and simple sentence patterns, which restricted their ability to express ideas fluently.

This condition is common among EFL learners at the junior secondary level. Scott Thornbury explained that limited lexical resources and weak grammatical control often affect learners' speaking fluency and communicative performance.

Besides linguistic challenges, affective factors also influenced students' speaking performance. Before the implementation of Role Play, many students were reluctant to speak English because they feared making mistakes and lacked self-confidence. This condition reduced classroom participation and negatively affected speaking performance. However, during the treatment sessions, students gradually became more confident because Role Play reduced personal pressure by allowing students to communicate as assigned characters rather than as themselves. From a psychological perspective, this reduction in language anxiety positively influenced students' fluency, clarity, and overall speaking performance. These findings support the theory proposed by Horwitz et al. (1986) who argued that language anxiety significantly affects learners' oral communication performance.

The findings of this study also have important pedagogical implications for English language teaching. The results indicate that Role Play is an effective instructional technique for improving students' speaking skills when integrated into communicative classroom practice. Role Play allows students to practice English meaningfully through simulated real-life situations, encouraging active participation and communicative interaction. This finding is consistent with the view of Ladousse (1987), who stated that Role Play provides learners with opportunities to use language purposefully and realistically.

Therefore, English teachers are encouraged to integrate role-based communicative activities into speaking instruction, particularly in EFL classrooms where students have limited opportunities to use English outside the classroom. Through supportive and interactive learning environments, students can develop greater confidence, fluency, and communicative competence in speaking English.

4. CONCLUSION AND SUGGESTIONS/RECOMMENDATIONS

4.1 Conclusion

The findings of this study indicate that the implementation of the Role Play technique within an active learning approach was effective in improving the speaking skills of seventh-grade students at MTs Al-Huda Gorontalo. This improvement was reflected in the increase in students' post-test scores compared to their pre-test scores, as well as in the enhancement of several speaking aspects, including fluency, pronunciation, vocabulary use, grammatical accuracy, and comprehensibility. The Role Play activities provided students with meaningful opportunities to practice English in interactive and communicative situations, which helped reduce speaking anxiety and increase confidence. The gradual implementation of scripted, semi-guided, and open-ended role play activities also supported students in developing their speaking ability step by step. Furthermore, the statistical analysis showed that the improvement in students' speaking performance was significant, indicating that Role Play positively influenced students' communicative competence in English learning.

4.2 Suggestions/Recommendations

Based on these findings, it is recommended that English teachers integrate Role Play activities into speaking instruction to create a more interactive, student-centered, and communicative learning environment. Teachers should provide students with meaningful speaking practice through real-life communication scenarios and encourage active participation during classroom activities. In addition, teachers are encouraged to provide continuous feedback on pronunciation, vocabulary, and grammatical accuracy to support students' speaking development more effectively. Future researchers are also recommended to conduct further studies involving larger samples, longer treatment periods, or different educational levels to obtain broader findings regarding the effectiveness of Role Play in EFL classrooms. Moreover, future studies may explore the use of Role Play in improving other language skills such as listening, reading, or writing.

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