

The Implementation of Role-Play Method on Students Speaking Skills In The Food and Beverage Service Major of The Hospitality Department at SMK Negeri 1 Singaraja

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Abstrak

Penelitian ini mengkaji penerapan aktivitas *role-play* dalam pembelajaran keterampilan berbicara siswa pada program keahlian *Food and Beverage Service* di SMK Negeri 1 Singaraja. Penelitian ini bertujuan untuk mengetahui perbedaan keterampilan berbicara antara siswa yang diajar menggunakan *role-play* metode konvensional, serta untuk mengetahui *effect size* dari metode *role-play* terhadap keterampilan berbicara siswa. Penelitian ini menggunakan desain kuasi eksperimen dengan rancangan *post-test only control group design* yang melibatkan 66 siswa kelas XI Perhotelan yang dibagi ke dalam kelompok eksperimen dan kelompok kontrol. Data diperoleh melalui tes keterampilan berbicara. Data keterampilan berbicara dianalisis menggunakan SPSS 25, kemudian dilanjutkan dengan analisis *effect size* menggunakan *Cohen's d*. Hasil penelitian menunjukkan adanya perbedaan yang signifikan dalam keterampilan berbicara antar kedua kelompok, dengan nilai rata-rata kelompok eksperimen (87,80) lebih tinggi dibandingkan kelompok kontrol (77,19). Hasil analisis *effect size* menghasilkan nilai sebesar 1,64 yang termasuk dalam kategori large effect. Secara keseluruhan, hasil penelitian menunjukkan adanya perbedaan yang signifikan dalam keterampilan berbicara antara kedua kelompok, sedangkan hasil analisis *effect size* menunjukkan bahwa metode *role-play* memberikan pengaruh yang besar terhadap keterampilan berbicara siswa.

Kata Kunci : *Food and Beverage Service*, Pendidikan Perhotelan, *Role-Play*, Keterampilan Berbicara, Kepercayaan Diri Berbicara

Abstract

The study investigated the implementation of role-play activities in teaching speaking skills in the Food and Beverage Service major at SMK Negeri 1 Singaraja. The aims of this study were to investigate whether there is a significant difference in speaking skills between students taught using role-play and those taught using conventional methods, and to determine the effect size of the role-play method on students speaking skills. The study employed a quasi-experimental design, specifically a post-test only control group design, involving 66 eleventh-grade hospitality students that divided into an experimental group and control group. The data were collected through an oral speaking test. The speaking skills data were analyzed using an Independent Samples t-test in SPSS 25, followed by an effect size analysis using Cohen's d. The findings showed that there was a significant difference in speaking skills between the two groups, with the experimental group obtaining a higher mean score (87.80) than the control group (77.19). The effect size analysis produced a Cohen's d value of 2.64, which was categorized as a large effect. Overall, the findings indicate a significant difference in speaking skills between the two groups, while the effect size analysis indicated a large effect of the role-play method.

Key Words: Food and Beverage Service, Hospitality Education, Role-Play, Speaking Skills, Speaking Confidence

A. Pendahuluan

Tourism and hospitality are among the fastest-growing industries worldwide, requiring employees who possess not only technical competence but also effective communication skills. Vocational education plays an important role in preparing students for the workplace by developing both technical knowledge and workplace competencies. However, several studies have reported that vocational graduates still face challenges in meeting industry expectations, particularly in communication, adaptability, and other interpersonal skills (Syafruddin et al., 2021; Indrayani, 2024). This situation indicates the need for learning experiences that better prepare students for real workplace communication.

English communication is one of the essential competencies for students in hospitality programs because they are expected to interact with guests from different linguistic and cultural backgrounds. Nevertheless, English instruction in many Indonesian vocational schools is still largely based on general English materials that are not fully aligned with students' future occupations. Previous studies have suggested that English for Specific Purposes (ESP) should be implemented to provide learning materials that are more relevant to students' fields of study (Masykar, 2023; Widodo et al., 2023). This need is particularly relevant in Bali, where tourism is one of the main economic sectors and hospitality graduates are expected to communicate effectively with international visitors (Wiranatha et al., 2024).

One learning activity that has been used to support English communication is role-play. Through role-play, students are given opportunities to practice language in situations that resemble real workplace interactions. Chandra et al. (2023) suggested that learning activities based on authentic workplace situations can help students connect classroom learning with professional practice. This approach is relevant to vocational hospitality education, particularly in Food and Beverage Service classes where communication with customers is an important part of the learning objectives.

Preliminary observation and questionnaires conducted with eleventh-grade students in the Hospitality Department at SMK Negeri 1 Singaraja revealed several challenges related to speaking English during Food and Beverage Service lessons. Many students reported feeling nervous when speaking English and were afraid of making mistakes, causing them to remain silent during classroom activities. They also experienced difficulty responding spontaneously and had limited vocabulary. These findings suggest that students still need more opportunities to practice speaking English in learning situations that reflect workplace communication.

Several previous studies have examined the use of role-play in English language learning. Wicaksana (2023) reported that role-play encouraged students to participate more actively in speaking activities. Adkia (2025) found differences in speaking performance between students taught through role-play and those taught using conventional methods. In addition, Wijaya (2020) reported that students viewed role-play as an enjoyable learning activity that

encouraged them to use English during classroom interaction. However, most of these studies were conducted in general English classrooms rather than vocational English contexts, particularly in the Food and Beverage Service program. Furthermore, previous studies have mainly focused on statistical significance, while relatively limited attention has been given to reporting the effect size of role-play activities. Therefore, further investigation is needed to examine both the statistical significance and the effect size of role-play activities in vocational English learning.

Accordingly, this study investigates whether there is a significant difference in speaking skills between students who are taught using role-play activities and those who are taught using conventional teaching methods in the Food and Beverage Service program. In addition, this study determines the effect size of role-play activities on students' speaking skills.

B. Metodologi

Research Design

This study employed a quasi-experimental research design using a post-test only control group design to examine the effect of role-play activities on students' speaking skills. The design was selected because random assignment of students to groups was not possible in the school setting (Creswell, 2023). Two intact eleventh-grade Hospitality classes at SMK Negeri 1 Singaraja participated in the study during the 2025/2026 academic year. The experimental group was taught using role-play activities, whereas the control group received conventional teaching. At the end of the treatment, both groups completed a speaking post-test, and the results were analyzed using an independent samples *t*-test to determine whether there was a significant difference in speaking skills between the two groups. **The research design is presented in Table 1.**

Table 1. Post-test Only Control Group Design

Types of Group	Treatment	Post-test
A	X	O ₁
B	Y	O ₂

Description :

- A : Experiment Group
- B : Control Group
- X : Treatment (Role play method)
- Y : Conventional teaching method
- O₁ : Post-test administered to the experimental group
- O₂ : Post-test administered to the control group

The study did not administer a pre-test because it adopted a post-test only control group design. To ensure the comparability of the two groups, both classes were selected from the same grade and major, followed the same curriculum, and were taught by the same English teacher. In addition, the teacher's academic records and classroom observations indicated that the two classes had similar learning characteristics before the treatment.

Participants (Population and Sample)

a) Population

The population of this study is eleventh grade students of SMK Negeri 1 Singaraja. According to Shukla (2020), a population is a complete group of individuals or objects to which the research results will be applied. In SMK Negeri 1 Singaraja, there are 4 classes with total 133 students as a population of eleventh grade of hospitality department.

Class	Number of Students
XI PH A	33
XI PH B	33
XI PH C	34
XI PH D	33

Table 2. Students Population

b) Sample

This study involved 66 eleventh-grade students from the Food and Beverage Service major at SMK Negeri 1 Singaraja during the 2025/2026 academic year. The participants were selected using purposive sampling because the study required classes with characteristics relevant to the research objectives (Creswell, 2023). The selected classes followed the same curriculum, were taught by the same English teacher, and had relatively similar previous speaking scores based on the teacher's academic records. Based on the teacher's recommendation, Class XI PH B was assigned as the experimental group, while Class XI PH A served as the control group. Each group consisted of 33 students. The distribution of the participants is presented in Table 3.

Table 3. Sample of the Study

Class	Group	Treatment	Number of Students
XI PH B	Experiment	Role-Playing Method	33
XI PH A	Control	Conventional Method	33

Technique of Data Collection

Data were collected through an oral speaking post-test administered to both the experimental and the control groups after the treatment. Prior to the post-test, the experimental group was taught using role-play activities, whereas the control group received conventional teaching. The post-test consisted of hospitality-related speaking tasks based on Food and Beverage Service situations, including taking orders and interacting with customers. The speaking test scores obtained from both groups were then compared to examine whether there was a significant difference in students' speaking skills.

1) *Instruments*

The instrument used in this study was an oral speaking post-test. The test required students to perform a role-play task based on Food and Beverage Service situations, such as taking orders and interacting with customers. Students' speaking performances were assessed using an analytical speaking rubric adapted from Brown (2004), which evaluated four aspects of speaking: pronunciation, fluency, grammar, and vocabulary.

To ensure scoring consistency, the speaking performances were independently assessed by two Food and Beverage Service teachers at SMK Negeri 1 Singaraja. The final score for each student was calculated by averaging the scores from both raters. Inter-rater reliability was examined using the Intraclass Correlation Coefficient (ICC) with the assistance of SPSS. In addition, all speaking performances were audio- and video-recorded to support the scoring process and allow re-evaluation when score discrepancies occurred.

2) *Technique of Data Analysis*

The collected data were analyzed using IBM SPSS Statistics. Descriptive statistics were first employed to summarize the students' speaking post-test scores in both the experimental and the control groups. The descriptive statistics included the mean, standard deviation, minimum score, and maximum score.

Before conducting the hypothesis testing, the data were examined to ensure that the assumptions for parametric analysis were met. A Shapiro-Wilk test was used to assess the normality of the post-test scores, while Levene's test was conducted to examine the homogeneity of variance between the two groups.

After the assumptions were satisfied, an independent samples *t*-test was performed to determine whether there was a significant difference in speaking skills between students taught through role-play activities and those taught using the conventional teaching method. To determine the practical significance of the treatment, the effect size was calculated using Cohen's *d*. The interpretation of Cohen's *d* followed Cohen's (2013) criteria, where 0.20 represents a small effect, 0.50 a medium effect, and 0.80 or above a large effect.

C. Hasil dan Pembahasan

Hasil

Inter-Rater Reliability

The inter-rater reliability of the speaking assessment was examined using the Intraclass Correlation Coefficient (ICC). The results indicated a high level of agreement between the two raters in both groups. The experimental group obtained an ICC value of 0.810, while the control

group obtained an ICC value of 0.860. Both ICC values were statistically significant ($p < .001$), indicating that the speaking scores were consistent and reliable for further analysis.

Descriptive Statistics of Speaking Skills

Table 4 presents the descriptive statistics of the students speaking post-test scores

Table 4. Descriptive Statistics						
Group	N	Mean	Median	Range	Variances	Std. Deviation
Experimental	33	87.80	87.50	15.00	15.14	3.89
Control	33	77.19	77.50	15.00	17.09	4.13

The experimental group obtained a higher mean score ($M = 87.80$, $SD = 3.89$) than the control group ($M = 77.19$, $SD = 4.13$). Although both groups had the same score range (15.00), the experimental group showed slightly lower score variability, indicating more consistent speaking performance. Overall, students who participated in role-play activities achieved higher speaking scores than those who received conventional instruction.

Assumption testing

Normality Test

The normality of the post-test scores was examined using the Shapiro–Wilk test. The results showed significance values of .159 for the experimental group and .156 for the control group. Since both values exceeded .05, the post-test scores were considered normally distributed.

Homogeneity Test

Levene's test was conducted to examine the homogeneity of variance between the two groups. The result showed a significance value of .617 ($p > .05$), indicating that the assumption of homogeneity of variance was satisfied.

Hypothesis Testing

An independent samples t -test was conducted to determine whether there was a significant difference in speaking skills between students taught through role-play activities and those taught using the conventional teaching method.

Table 5. Independent Samples Test						
		t-test for Equality of Means				
		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
final_score	Equal variance assumed	10.732	64	.000	10.60606	.98830
	Equal variance not assumed	10.732	63.766	.000	10.60606	.98830

The analysis revealed a statistically significant difference between the two groups ($t(64) = 10.732$, $p < .001$). Therefore, the null hypothesis was rejected, indicating that students who learned through role-play activities obtained significantly different speaking scores from those who received conventional instruction.

Effect Size

To determine the practical significance of the treatment, Cohen's d was calculated. The analysis produced a Cohen's d value of **2.64**, indicating a **large effect** according to Cohen's (2013) criteria. This finding suggests that the difference between the experimental and control groups was substantial in practical terms.

Pembahasan

The findings of this study showed a significant difference in speaking skills between students who were taught using role-play activities and those who received conventional teaching. Students in the experimental group obtained a higher mean score than those in the control group, and the independent samples *t*-test confirmed that the difference was statistically significant ($p < .05$). These findings suggest that the role-play activities provided students with opportunities to practice spoken English in learning situations related to Food and Beverage Service.

One possible explanation for these findings is the nature of the learning activities implemented during the treatment. The role-play tasks required students to perform hospitality-related interactions, such as greeting guests, explaining menu items, taking orders, responding to customers' requests, and closing conversations. These activities reflected authentic communication commonly encountered in hospitality settings. This is consistent with the principles of English for Specific Purposes (ESP), which emphasize learning English in contexts that are directly related to learners' future professions (Suryanto & Anwar, 2021). Likewise, Rahmawati and Utami (2023) argued that contextual learning activities help students recognize the relevance of English to their future careers, thereby making classroom learning more meaningful.

The findings may also be explained from the perspective of speaking instruction. Brown (2004) categorized interactive speaking as communication that requires speakers to exchange information and respond appropriately during conversations. Throughout the treatment, students practiced English by interacting with their partners in simulated restaurant service situations rather than memorizing isolated expressions. These learning activities provided opportunities for students to express ideas, respond to questions, and maintain conversations in ways that reflected authentic communication. Therefore, the role-play activities implemented in this study were consistent with the characteristics of interactive speaking proposed by Brown (2004).

The present findings are in line with previous studies. Wicaksana (2023), Ikhsan and Akhsan (2022), Putri and Zaki (2024), Safitri and Tari (2022), and Wiliani and Widhiasih (2025) similarly reported that role-play provides meaningful opportunities for students to practice spoken English through communicative activities. Although those studies were conducted in different educational contexts, the present study extends their findings by demonstrating the use of role-play in vocational English learning, particularly in the Food and Beverage Service program.

In addition to statistical significance, this study examined the practical significance of the treatment through effect size analysis. The analysis produced a Cohen's *d* value of **2.64**, indicating a large effect according to Cohen's (1988) criteria. This result suggests that the difference between the experimental and control groups was substantial in practical terms. Considering that the learning activities were designed around authentic hospitality situations, the findings indicate that role-play activities may serve as an alternative instructional approach for teaching speaking in vocational English classrooms, particularly in contexts similar to the Food and Beverage Service program at SMK Negeri 1 Singaraja.

D. Kesimpulan

This study found a significant difference in speaking skills between students who were taught using role-play activities and those who received conventional teaching in the Food and Beverage Service program at SMK Negeri 1 Singaraja. Students in the experimental group obtained higher speaking scores than those in the control group.

The effect size analysis yielded a Cohen's *d* value of 2.64, indicating a large effect according to Cohen (1988). This finding suggests that role-play activities had a substantial practical effect on students' speaking skills within the context of this study.

Overall, the findings suggest that role-play activities may be considered as an alternative instructional approach for teaching speaking in vocational English classrooms. By providing opportunities for students to practice English in authentic Food and Beverage Service situations, role-play activities can support learning experiences that are relevant to students' future workplace communication.

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