



# JURNAL BIKOTETIK (Bimbingan dan Konseling: Teori dan Praktik)

Volume 09 Number 1, 2025, pp 91- 101

ISSN: Online 2580-5827

Open Access

<https://journal.unesa.ac.id/index.php/jbk>

## ROLE PLAY TECHNIQUE TO IMPROVE PUBLIC SPEAKING ABILITY OF IIBS AR ROHMAN KALISAT JUNIOR HIGH SCHOOL STUDENTS

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Received May 2, 2025;

Revised May 2, 2025;

Accepted May 10, 2025;

Published Online May 12, 2025

The Bikotetik Journal is a Guidance and Counseling journal published by the Department of Guidance and Counseling, Faculty of Education, State University of Surabaya in collaboration with the Asosiasi Bimbingan dan Konseling Indonesia (ABKIN)

### Abstrak

Penelitian ini bertujuan untuk mengetahui efektivitas teknik role play dalam memperbaiki kemampuan public speaking siswa di SMP IIBS AR RAHMAN Kalisat. Pendekatan yang digunakan adalah kuantitatif dengan jenis penelitian eksperimen. Desain penelitian yang digunakan adalah *pre-experimental design* tipe *one group pretest-posttest*. Subjek penelitian adalah siswa yang mengalami kesulitan dalam public speaking. Instrumen pengumpulan data berupa tes unjuk kerja yang dilakukan sebelum dan sesudah perlakuan. Hasil penelitian menunjukkan adanya peningkatan signifikan pada kemampuan public speaking siswa setelah diberikan perlakuan menggunakan teknik role play. Rata-rata skor public speaking siswa meningkat dari 18 (kategori rendah) pada saat pretest menjadi 32,6 (kategori tinggi) pada saat posttest. Uji Wilcoxon menunjukkan nilai Asymp. Sig. (2-tailed) sebesar 0,018 yang lebih kecil dari 0,05, sehingga dapat disimpulkan bahwa terdapat perbedaan signifikan antara hasil pretest dan posttest. Temuan ini menunjukkan bahwa teknik role play efektif dalam meningkatkan kemampuan public speaking siswa. Implikasi dari penelitian ini adalah bahwa guru dapat mempertimbangkan penggunaan teknik role play sebagai metode pembelajaran alternatif yang menyenangkan dan interaktif dalam mengembangkan keterampilan komunikasi siswa. Kebaruan dari penelitian ini terletak pada penerapan teknik role play secara sistematis dalam konteks pembelajaran public speaking di jenjang SMP berbasis Islam terpadu.

**Kata Kunci:** Public Speaking, Siswa SMP, Teknik Role Play

### Abstract

This study aims to determine the effectiveness of the role play technique in improving students' public speaking skills at SMP IIBS AR RAHMAN Kalisat. The research employed a quantitative approach with an experimental method. The research design used was a pre-experimental design of the one-group pretest-posttest type. The subjects were students who experienced difficulties in public speaking. Data were collected using performance-based tests conducted before and after the treatment. The results showed a significant improvement in students' public speaking abilities after the implementation of the role play technique. The average public speaking score increased from 18

(low category) in the pretest to 32.6 (high category) in the posttest. The Wilcoxon test produced an Asymp. Sig. (2-tailed) value of 0.018, which is less than 0.05, indicating a significant difference between the pretest and posttest results. These findings indicate that the role play technique is effective in enhancing students' public speaking skills. The implication of this study is that teachers may consider using role play as an alternative, engaging, and interactive teaching method to develop students' communication skills. The novelty of this study lies in the systematic application of role play techniques within the context of public speaking instruction at an integrated Islamic junior high school level.

**Keywords:** *Public Speaking, Student SMP, Role Play Technique*

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**How to Cite:**

Author 1, Author 2. (Year). Title Manuscript. *Jurnal Bikotetik (Bimbingan Dan Konseling: Teori Dan Praktik)*, Vol (No): pp xx-xx

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## INTRODUCTION

Public speaking skills refer to the abilities that enable individuals to convey ideas, information, or opinions to an audience with clarity and effectiveness. These skills are particularly essential in both social and academic contexts, as public speaking encompasses not only the act of speaking but also the capacity to organize thoughts, influence listeners, and foster effective and meaningful communication. According to (Hinestroza, 2018), in educational settings, proficiency in public speaking encourages students to engage more actively in classroom interactions, including discussions, presentations, and debates. Students who are able to communicate confidently in front of an audience are more likely to articulate their opinions, pose questions, and share ideas without apprehension. This, in turn, positively contributes to their academic development, as verbally active students tend to be more inclined to explore their potential, think critically, and communicate effectively with peers and instructors.

According to (Razali et al., 2023) public speaking also plays a critical role in enhancing self-confidence and interpersonal communication skills in social contexts. Students who receive training in public speaking tend to exhibit higher levels of confidence in various social situations, such as engaging with peers, addressing large audiences, or participating in organizational activities. This competency also fosters the ability to think quickly, respond appropriately, and manage diverse audience perspectives, thereby cultivating a greater appreciation for differences and the development of negotiation and persuasion skills.

Meanwhile, (Rosida, 2021) notes that in the era of globalization, public speaking skills have gained increasing importance. Numerous situations require individuals to communicate effectively in public, whether in educational environments, the workplace, or within organizations. In professional settings, public speaking is regarded as a valuable asset during recruitment processes, business presentations, or client interactions. Within organizations, the ability to articulate a vision, motivate teams, and guide members toward shared objectives is critical. Hence, public speaking extends beyond internal benefits, such as improved self-confidence, and contributes externally by fostering social relationships, supporting career advancement, and enhancing success across various domains of life.

Based on initial observations at IIBS Ar Rohman Kalisat Junior High School, it was found that many students struggle with public speaking. A significant number of them experience

anxiety, fear of making mistakes, and a lack of confidence when addressing the class or speaking in public. This condition negatively impacts the development of their communication abilities and self-esteem. To address this issue, schools and educators must implement effective pedagogical strategies to support the development of students' public speaking skills. A deficiency in public speaking competence can hinder students' personal growth, particularly in terms of building confidence and social capabilities (Kasmita et al., 2023). Therefore, it is imperative for educational institutions to design programs or learning methods that foster improvement in students' public speaking abilities.

One of the pedagogical strategies that can address these challenges is the use of the role play technique. This method provides students with opportunities to imitate, enact, and directly engage in authentic communicative situations (Novita, 2019). Furthermore, role play has been shown to foster an enjoyable learning environment, enhance student confidence, and cultivate empathy through social interactions (Mudofir et al., 2022). At SMP IIBS Ar Rohman Kalisat, an Islamic-integrated institution, there exists substantial potential to integrate role play with spiritual values that contribute to character development. This approach is designed not only to enhance academic competencies but also to nurture students' ability to speak in public with confidence, courtesy, and ethical awareness.

The role play technique offers several advantages in developing communication competencies, including public speaking skills. According to (Astuti & Mustakim, 2022) this method actively engages students in enacting specific roles within simulated scenarios, thereby encouraging them to express themselves verbally. Similarly, (Desi Permatasari & Legowo, 2021) highlight that during role play activities, students are expected to engage in dialogue, argumentation, and verbal expression aligned with assigned roles, which indirectly strengthens their speaking abilities. In contrast to traditional lecture or discussion-based approaches, role play provides learners with a more immersive and experiential context in which to practice communication. Moreover, Sitompul (2015) asserts that role play fosters collaboration, active listening, and empathy, while also helping students overcome anxiety and discomfort associated with public speaking.

The academic challenges identified in this context include students' limited public speaking skills, insufficient use of active learning methodologies, and a lack of instructional strategies that incorporate spiritual dimensions. Empirically (*das Sein*), students exhibit high levels of anxiety and limited experience in oral communication. Theoretically (*das Sollen*), there is a pressing need to develop instructional approaches that are contextual, interactive, and spiritually integrated. Consequently, this study explores the role play technique not only as an active learning method but also as a pedagogical approach grounded in the spiritual principles of Islamic Sufism.

Theoretically, this study is based on two principal frameworks. The first is the counseling model derived from Islamic Sufism, which emphasizes self-awareness (*muraqabah*), sincerity (*ikhlas*), and self-discipline (*mujahadah*) as essential foundations for cultivating confidence and composure in public speaking. The second framework draws on relevant Western theories, including Bandura's Social Learning Theory, which underscores the significance of observational learning; Vygotsky's Constructivist Learning Theory, which stresses the role of social interaction in cognitive development; and Kolb's Experiential Learning Theory, which advocates for learning through direct experience. The integration of these theoretical perspectives enables a holistic approach to the development of students' communication skills.

Numerous studies have demonstrated that role play techniques significantly enhance public speaking proficiency by allowing students to practice in a relaxed and engaging atmosphere. Prior

research affirms the efficacy of role play in improving students' speaking abilities. Garcia et al. (2020) in *TESOL Quarterly*, emphasized that role play increases learners' confidence in language classrooms. Nguyen (2021) in a Scopus-indexed journal, reported that interactive methods such as role play contribute substantially to the enhancement of speaking proficiency in English as a Foreign Language (EFL) contexts. Yusuf (2019) found this technique effective for communication instruction at the junior high school level. Li (2022) writing in the *International Journal of Educational Research*, concluded that experiential learning through role play accelerates the development of oral communication skills. Nurhasanah (2020) also demonstrated the technique's effectiveness in advancing students' public speaking abilities. However, these five studies have yet to explore the integration of spiritual dimensions into the pedagogical use of role play, thereby presenting a research gap that the present study seeks to address.

This study aims to examine the effectiveness of role play techniques in enhancing the public speaking skills of students at IBS Ar Rohman Kalisat Junior High School. The proposed hypothesis posits that there is a significant improvement in students' public speaking abilities following the implementation of role play as an instructional intervention. The independent variable in this study is the role play technique, while the dependent variable is the students' public speaking proficiency. This research adopts a quantitative approach within an experimental framework. Specifically, the study employs a pre-experimental design of the one-group pretest-posttest type, with data analyzed using the Wilcoxon Signed Rank Test to assess differences in performance before and after the intervention.

The findings of this research are expected to contribute both theoretically and practically to the development of effective, engaging, and spiritually enriched learning methodologies. Within the context of Islamic-integrated schools, this approach is anticipated not only to foster students' communication competencies but also to reinforce Islamic character and values in educational practices.

## **METHODS**

This study utilized a quantitative approach with an experimental research design. More precisely, it employed a pre-experimental design of the one-group pretest-posttest type. This design was selected because it enables researchers to observe changes in participants following the application of a treatment by comparing measurements taken before (pretest) and after (posttest) the intervention. According to Arikunto (2018), this design involves an initial assessment of a single group, followed by a subsequent evaluation after the treatment has been administered. While this design does not include a control group, it remains useful for identifying indications of treatment effects.

The quantitative approach was deemed appropriate for this study, as it facilitates objective measurement of improvements in students' public speaking skills through the implementation of role play techniques. The study employed standardized instruments in the form of questionnaires and utilized inferential statistical methods for data analysis. This design emphasizes measurable numerical changes that can be statistically tested.

The research subjects consisted of eighth-grade students at IBS Ar Rohman Kalisat Junior High School, Jember, during the 2024/2025 academic year. The total population included 38 students. However, due to constraints in time, resources, and personnel, the study employed purposive sampling and selected a sample of 7 students. These participants were chosen based on

specific criteria—namely, students who demonstrated low levels of self-confidence in public speaking, as identified through preliminary observations.

The object of this study is the enhancement of students' public speaking skills following the application of role play techniques. The intervention included the provision of communication scenarios, simulation of real-life communication situations, and repetitive speaking exercises involving various assigned roles.

Data collection methods included the following:

1. Semi-structured interviews were conducted with Indonesian language teachers and homeroom teachers to gather insights regarding the background of the issue and students' verbal behavior in classroom settings.
2. A public speaking questionnaire served as both the pretest and posttest instrument. This questionnaire was designed to measure key components of public speaking, including confidence, clarity of delivery, use of body language, and content mastery.
3. Documentation in the form of photographs, video recordings, and field notes was utilized to supplement observational data collected during the role play sessions.

To ensure data validity, the study incorporated both validity and reliability testing of the questionnaire instrument. Content validity was assessed through expert judgment, while reliability was evaluated using Cronbach's Alpha coefficient to determine internal consistency. For statistical analysis, the Wilcoxon Signed Rank Test—a non-parametric method for comparing two related samples when the data do not follow a normal distribution—was employed. This test was selected due to the small sample size and the ordinal nature of the data. All data analyses were conducted using the Statistical Package for the Social Sciences (SPSS) version 25.0 for Windows.

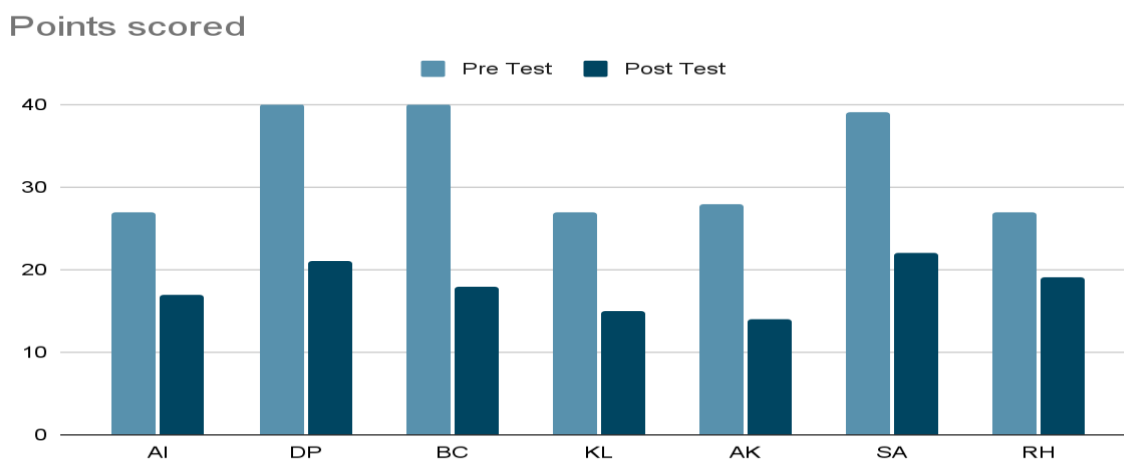
## RESULTS AND DISCUSSION

In this study, students' public speaking skills were assessed both before and after the implementation of the role play technique as an instructional intervention. Role play is a pedagogical method in which students assume specific characters within predetermined scenarios or contexts. Through this technique, learners engage in dramatized simulations that mirror real-life situations, allowing them to develop and practice communication strategies in an experiential manner. Role play enables students not only to acquire theoretical knowledge, but also to gain firsthand experience in cultivating essential skills such as communication, empathy, problem-solving, and critical thinking.

As an initial step, students were administered a **pretest** questionnaire to evaluate their baseline public speaking abilities. The pretest results identified that 7 out of 38 students demonstrated low proficiency in public speaking, with an average pretest score of **18**. questionnaire to evaluate their baseline public speaking abilities. The pretest results identified that 7 out of 38 students demonstrated low proficiency in public speaking, with an average pretest score of **role play** techniques as a treatment, posttest results indicated a notable improvement in the public speaking skills of the selected students. The average score increased significantly from **18 (classified as low)** to **32,6 (classified as high)**. Changes in individual performance were also evident through a comparison of pretest and posttest scores, as illustrated in the table below:

**Table 1. Comparison of Pretest and Posttest Results**

No.	Name	pretest		posttest	
		Score	Category	Score	Category
1	AI	17	Low	27	High
2	DP	21	Low	40	High
3	BC	18	Low	40	High
4	KL	15	Low	27	High
5	AK	14	Low	28	High
6	SA	22	Low	39	High
7	RH	19	Low	27	High
<b>Mean</b>		<b>18</b>	Low	<b>32,6</b>	High



**Figure 1. Pre test dan Post test Graphic**

This improvement indicates that the role play technique is effective in enhancing students' public speaking skills. The technique provides students with the opportunity to practice speaking in public through role simulations, thereby offering practical experience and increasing their self-confidence. Overall, these findings support the hypothesis that role play can serve as an appropriate method for developing students' public speaking abilities.

The Wilcoxon Signed-Rank Test was used to analyze the pretest and posttest data. Based on the results presented in Table 2, all data showed negative ranks, indicating that every student experienced an improvement in public speaking ability after the intervention. No positive ranks or ties (equal scores between the pretest and posttest) were found, reinforcing the consistency and effectiveness of the treatment.

**Tabel 2. Results of Wilcoxon Signed-Rank Test**

		N	Mean Rank	Sum of Ranks
post test - pre test	Negative Ranks	7 <sup>a</sup>	4.00	28.00
	Positive Ranks	0 <sup>b</sup>	.00	.00
	Ties	0 <sup>c</sup>		
	Total	7		
a. post test < pre test				
b. post test > pre test				
c. post test = pre test				

The statistical test results presented in the table below indicate a Z value of -2.366 with an Asymptotic Significance (2-tailed) of 0.018. As this value is below the 0.05 threshold, it can be concluded that there is a statistically significant difference between the pretest and posttest scores. Therefore, the research hypothesis is accepted, affirming that the role play technique is effective in enhancing students' public speaking skills.

<b>Tabel 2. Test Statistics</b>	
	post test - pre test
Z	-2.366 <sup>b</sup>
Asymp. Sig. (2-tailed)	.018
a. Wilcoxon Signed Ranks Test	
b. Based on positive ranks.	

The findings of this study indicate that the implementation of role play techniques significantly enhances students' public speaking abilities. Public speaking refers to the skill, practice, or process of delivering a speech before an audience.<sup>i</sup> It can also be defined as "delivering a speech to a public audience," signifying a process whereby a speaker addresses an audience, which is physically present to listen to the speech.<sup>ii</sup> The role play technique provides students with active opportunities to practice public speaking through the roles they assume during instructional activities. This process facilitates the reduction of anxiety and promotes greater self-confidence.<sup>iii</sup>

These findings are consistent with prior research demonstrating that role-based learning strategies can improve communication skills. For instance, a study conducted by Nasihah et al. found that role play techniques were effective in enhancing the speaking skills and motivation of eighth-grade students at SMP 1 Blangpidie, Aceh Barat Daya.<sup>iv</sup> Similarly, research conducted by Chandra et al. emphasized the development of speaking skills, particularly through improvements in students' confidence and fluency.<sup>v</sup>

The demonstrated effectiveness of the role play technique underscores the importance of adopting innovative pedagogical approaches to develop students' soft skills, particularly in public

speaking. Accordingly, the integration of this technique is recommended for use in other classrooms facing comparable instructional challenges.

## **SUMMARY**

### **Conclusion**

The findings of this study indicate that the role play technique is effective in enhancing the public speaking skills of students at IIBS Ar Rohman Kalisat Junior High School. This is evidenced by the increase in the average score from 18 on the pretest to 32.6 on the posttest, which falls within the high performance category. Additionally, the results of the Wilcoxon test yielded a significance value of 0.018 ( $p < 0.05$ ), indicating a statistically significant difference between the pretest and posttest scores. Consequently, the research hypothesis is accepted, confirming that the role play technique has a positive impact on improving public speaking skills. This finding supports the use of active and interactive learning approaches that also incorporate the spiritual dimensions of student development, particularly within the context of integrated Islamic schools.

### **Recommendations**

Several limitations were identified in this study. First, the sample size was very limited, involving only seven students from a single school, which restricts the generalizability of the findings to a broader population. Second, the study employed a one-group pretest-posttest design without a control group, rendering the results susceptible to the influence of extraneous variables. Third, the duration of the intervention was relatively short, which limited the ability to assess the long-term effects of the role play technique on students' public speaking abilities.

In light of these limitations, future research is advised to adopt a more rigorous experimental design, such as incorporating a control group, in order to enhance the validity of the findings. It is also recommended that future studies include a larger and more diverse sample drawn from multiple schools to improve the generalizability of the results. Furthermore, researchers may explore the integration of role play techniques with digital media or blended learning models to assess their effectiveness in more contemporary educational settings. Long-term evaluations should also be conducted to determine the sustainability of the improvements in students' public speaking skills over time.



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