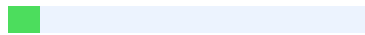




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Improving Indonesian Speaking Skills for Thai Students Through Role Play Techniques

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Indonesia Article Info ABSTRACT Article history: Received 2026-01-04 Revised

2026-01-28 Accepted 2026-01-28 Indonesian speaking skills among Thai junior high

school students remain relatively low due to limited opportunities for active and contextual

oral practice in the classroom. This study aims to improve the Indonesian speaking skills of

Thai students through the application of role-play techniques. The research employed a

Classroom Action Research (CAR) approach using the Kemmis and McTaggart model,

consisting of planning, action, observation, and reflection stages. The subjects were 22

students of the Matayum 1 class, equivalent to grade VII in Indonesia. The research was

conducted in two cycles, each consisting of two meetings. Data were collected through

speaking skill tests, observations, and documentation. Speaking performance was

assessed based on fluency, pronunciation, ³ vocabulary, sentence structure, and

speaking confidence. The results showed a significant improvement in students' speaking

skills, with the average score increasing from 62.4 in the pre-cycle to 72.1 in cycle I and

82.7 in cycle II. Additionally, ⁸ the implementation of role play techniques enhanced

students' activeness, confidence, and ability to use Indonesian communicatively and

contextually. Therefore, ¹ role play techniques are proven effective in improving

Indonesian speaking skills for foreign learners at the junior high school level. Keywords:

Classroom Action Research Indonesian For Foreign Speakers Role Play Technique

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Sumatra, Indonesia Email: anwarrasyid781@gmail.com 1. INTRODUCTION Language

learning fundamentally aims to develop four core skills: listening, speaking, reading, and

writing. Among these skills, speaking is considered the most complex because it requires

the simultaneous mastery of linguistic components such as vocabulary, pronunciation, **3** and sentence structure, and non-linguistic components, including confidence, fluency, and sociocultural awareness [1]. Speaking is a productive skill that can only be developed through continuous practice and meaningful oral interaction [2], [3]. However, in the context of second or foreign language learning, speaking skills often become the most challenging aspect for learners. In Indonesian as a Foreign Language (BIPA) learning for

<https://doi.org/10.58421/misro.v5i1.1064> 546 Thai students, speaking difficulties are influenced by differences in phonological systems, grammatical structures, and cultural communication patterns between Indonesian and Thai languages [4], [5]. These differences frequently result in limited vocabulary usage, inaccurate pronunciation, hesitation, and low speaking confidence. Previous studies have shown that foreign language learners tend to experience anxiety and reluctance to speak due to insufficient exposure to authentic communicative situations **3** in the classroom [6]. This condition indicates a clear research problem: students' Indonesian speaking skills remain low because learning practices are still dominated by teacher-centered approaches and theoretical language instruction rather than communicative practice. Initial observations conducted in the Matayum 1 class (equivalent to grade VII **1** junior high school in Indonesia) revealed that students were generally passive, hesitant, and lacked confidence when speaking Indonesian in front of the class. Learning activities mainly focused on vocabulary memorization and grammar explanation, with minimal opportunities for students to practice speaking actively. **As a result, students** showed low participation and motivation in speaking activities. This finding is consistent with previous research stating that monotonous learning techniques and limited interaction reduce students' speaking performance and engagement [7], [8]. From a theoretical perspective, **3** communicative language teaching emphasizes language use as a tool for real communication rather than merely an object of study [9]. One technique that aligns strongly with this approach is role play. Role play allows students to simulate real-life situations, encouraging them to use

language creatively, contextually, and interactively [10]. **1 Through role play**, students can practice speaking in meaningful contexts while reducing anxiety and fear of making mistakes. Furthermore, role play supports the development of fluency, accuracy, and communicative competence by integrating linguistic skills with social and cultural understanding [11]. Several previous studies have demonstrated **1 the effectiveness of role play techniques in improving speaking** skills [12]. Found that role play significantly enhanced students' speaking fluency and confidence. Dian et al. [13] reported increased student activeness and motivation after implementing role play in language learning. However, most previous studies focused on Indonesian native learners or English as a foreign language contexts, while research on the application **1 of role play in** Indonesian language learning for Thai students at the **junior high school** level remains limited. This gap indicates the novelty and relevance of the present study. Based on this gap, the author proposes role play as a problem-solving strategy to improve Indonesian speaking skills among Thai students. This study aims to (1) improve students' Indonesian speaking skills **1 through role play techniques**, (2) increase students' activeness and confidence in speaking, and (3) provide empirical evidence on **the effectiveness of role play in** BIPA learning at the **junior high school** level. The research is conducted using **a Classroom Action Research** approach to ensure gradual and continuous improvement in students' speaking performance. It is expected that the findings **of this study** will provide practical benefits for teachers by offering an effective and engaging speaking instruction technique. Theoretically, this research is expected to contribute to the development of Indonesian language teaching

<https://doi.org/10.58421/misro.v5i1.1064> 547 for foreign learners, particularly in Southeast Asian contexts. Thus, this study holds both academic significance and practical value in improving the quality of **2 Indonesian language learning** for Thai students. **2. METHOD** This research uses a Classroom Action Research (PTK) approach, which **aims to improve** the quality of learning Indonesian **speaking skills through the** application of the

role play technique. PTK was chosen because it allows researchers and teachers to carry out real actions **3 in the classroom** systematically and reflectively. According to Kemmis and McTaggart [14]. PTK is a form of reflective research conducted by education practitioners to improve learning practices, understanding, and classroom conditions. This research was carried out in the Matayom 1 class (equivalent to grade VII of **1 junior high school**) with a sample of 22 students. The research subjects consisted of all students in the class without any special sampling. The main focus **of this study is to** improve students' Indonesian speaking skills **through Role play**. The PTK design **used in this study** refers to the Kemmis and McTaggart model, which includes four stages, namely planning, implementation of actions, observation, and reflection [14]. The research was carried out **2 in two cycles**, where each cycle consisted of two meetings. In the planning stage, the researcher prepares a Learning Implementation Plan (RPP), dialogue materials, scenarios, role play, and research instruments. The stage of implementing the action is carried out by applying **1 role play in** speaking learning activities. Furthermore, the observation stage is carried out to observe student activities and the learning process. The reflection stage is used to evaluate the results of the action and plan improvements in the next cycle [15]. The data collection techniques **in this study** include tests, observations, and documentation. The test is used to measure students' speaking skills, which include aspects of fluency, pronunciation accuracy, **3 vocabulary, sentence structure**, and speaking boldness. Observations were carried out to determine the activeness and participation of students during the learning process. Documentation is used to complete the data in the form of photos of activities and learning notes. Data analysis techniques are carried out quantitatively and qualitatively. Quantitative data were analyzed by calculating **2 the average score** and percentage of learning completeness, while qualitative data were analyzed through the description of the results of **observation and reflection** of learning [16].

3. RESULTS AND DISCUSSION

3.1. Results

This research was carried out in class 1/8 Matayom 1 Darul Ma'aref Satun, Thailand, using the application **1 of role play techniques** and the Problem-Based Learning (PBL) model with a type of research, namely

Classroom Action Research (PTK), to obtain data on the learning outcomes of research students using 2 cycles, each cycle consisting of 3 meetings. The description of the results of the class action research is as follows:

<https://doi.org/10.58421/misro.v5i1.1064> 548 Pre-Research In the pre-research stage, learning Indonesian **3 speaking skills is** still carried out using conventional methods, namely question and answer, and limited dialogue exercises. Speaking activities have not provided enough opportunities for students to practice actively and communicatively. Most of the students look passive and reluctant to speak in Indonesian in front of the class. This is in line with the opinion of Miyondri [17], which states that foreign language learners often experience speaking anxiety if not supported by a conducive learning situation. In addition, students still make many pronunciation mistakes and use a limited vocabulary. This condition shows that **2 students' speaking skills** still need to be improved. The results of the pre-research speaking skills test showed that students' general abilities were in the low category. The assessment is carried out based on aspects of fluency in speaking, pronunciation, **3 vocabulary, sentence structure**, and the courage to speak. Of the 22 students, only 7 students achieved the minimum completeness criteria, while the other 15 students have not completed it. The grade point average at this stage is still below the expected standard. According to Kusyairi et al. [18], low speaking skills can be caused by **2 a lack of** real speaking practice in learning. This data indicates the need for corrective actions through more communicative learning techniques. Here is a table of **students' speaking skills** results at the pre-cycle stage. Table 1. Students' speaking skills in the pre-cycle stage

Assessment Aspects	Average Score
Speaking fluency	60,2
Pronunciation	61,5
Vocabulary	63,1
Sentence Structure	62,0
The Courage to Speak	65,0
Average Score	62,4

3 Based on the table, it can be seen that all aspects of **2 students' speaking skills are** still in the category of sufficient to low. The fluency and pronunciation aspects obtained the lowest scores, which indicates that students are not used to speaking spontaneously in Indonesian. The boldness aspect of speaking scored slightly higher, but

students still seemed hesitant when speaking in front of the class. According to Yuniati [19], speaking skills can only develop if students are allowed to practice intensively and meaningfully. Therefore, the results of this pre-cycle are the basis for **2 the implementation of** actions in cycle I. Actions are focused on the application of techniques, such as role play, **to improve students' speaking skills** gradually. Implementation of Cycle 1 In the first cycle, learning Indonesian speaking skills was carried out by applying **1 the role play technique** as a form of action to improve the pre-cycle condition. Learning activities are designed in two meetings with conversational themes that are close to students' daily lives, such as self-introduction and activities at school. Students are divided into small

<https://doi.org/10.58421/misro.v5i1.1064> 549 groups, and each group is given a simple dialogue scenario. During the activity, role play, students are asked to play the character according to the predetermined role. The learning process takes place more actively than the pre-cycle stage. According to Hariani [20], role play can increase student engagement because they learn through hands-on experience. During **2 the implementation of the** first cycle, the observation results showed a change in student learning behavior. Students began to dare to speak in Indonesian, even though they still looked hesitant. Interaction between students increases, especially as they prepare and act out dialogues. However, some students still rely on dialogue texts and have not spoken spontaneously. Mispronunciation **3 and sentence structure** are still frequently found, but they do not hinder the overall smooth flow of communication. According to Hidayah [21], mistakes are a natural part of the second language learning process. This indicates that students are starting to be at the stage of developing speaking skills. The results of the speech skills test in cycle I showed an improvement compared to the pre-cycle. The assessment was carried out based on aspects of fluency, pronunciation, **3 vocabulary, sentence structure,** and courage to speak. Of the 22 students, as many as 14 students have reached the minimum completeness criteria. The average grade of the class has increased quite

significantly. According to Akbar [22], improved speaking skills can be achieved through learning that provides an active practice space. These data show that the application of the role play began to have a positive impact. The following is a table of the results of students' speaking skills in cycle I. Table 2. Students' speaking skills at the stage of cycle I

Assessment Aspects	Average Score
Speaking fluency	70,4
Pronunciation	71,2
Vocabulary	72,5
Sentence Structure	71,0
The Courage to Speak	75,4
Average Score	72,1

3 Based on the table, it can be seen that there is an improvement in all aspects 5 of students' speaking skills compared to the pre-cycle stage. The boldness aspect of speaking has seen the most significant improvement, which indicates that students are starting to feel comfortable speaking in front of the class. The fluency and pronunciation aspects have also improved, although they are still in the sufficient category. According to Rahmawati et al. [23], communicative learning encourages students to be more active in using the target language. This can be seen from the increase in student participation during 1 the Role play. However, these results do not fully meet the success indicators of the study. Reflection on 2 the implementation of the first cycle shows that there are still some weaknesses in learning. Some students are not able to speak without reading the text of the dialogue, so the fluency of speaking is not optimal. In addition, students' vocabulary mastery is still limited, so that oral expressions are less varied. Teachers also need to provide clearer and more intensive pronunciation examples. According to Sugiyono [24], reflection is an important stage in PTK to determine the next improvement steps. Therefore, the research

<https://doi.org/10.58421/misro.v5i1.1064> 550 continued to cycle II with improvements in learning strategies. 9 Based on the results of the reflection of cycle I, actions in cycle II are planned with an emphasis on increasing the spontaneity of speech and enrichment of vocabulary. Teachers will reduce students' reliance on dialogue texts and provide more verbal exercises. In addition, the teacher will provide immediate feedback on students' pronunciation errors. It is hoped that with these improvements, 2

students' speaking skills can improve optimally. According to Putri and Murhayati [25], continuous speaking practice can improve language fluency and accuracy. Thus, cycle II is an advanced stage to achieve research success indicators. Implementation of Cycle II In cycle II, learning Indonesian speaking skills was carried out by correcting weaknesses found in cycle I. These improvements included reducing the use of dialogue texts, enrichment of vocabulary before activities, role play, and providing more intensive pronunciation examples by teachers. Theme 1 Role play in cycle II is made more varied and challenging, such as shopping activities and conversations in public places. Students are allowed to develop dialogue independently according to the role played. 6 The learning process takes place more communicatively and interactively. According to Anugerah and Santosa [26], learning that emphasizes authentic interaction can significantly improve speaking competence. The results of observations during 2 the implementation of cycle II showed a clear increase in student activity and confidence. Students seem more enthusiastic in preparing and acting out their respective roles. Interaction between students takes place naturally without a complete reliance on text. Pronunciation 3 and sentence structure errors are still found, but the number is decreasing. Pumanti [27] states that increased speaking courage is an important indicator of success in learning a second language. This shows that students are starting to get used to using Indonesian in communicative situations. The results of the speech skills test 2 in cycle II showed a significant improvement compared to cycle I. Of the 22 students, as many as 20 students had achieved the minimum completeness criteria. The average grade of the class has increased quite high and is in the good category. This improvement is seen in all 3 aspects of speech skills assessment. According to Prawiyogi et al. [28], speaking skills develop optimally when students are actively involved in meaningful speaking practices. These data show that role play 2 is effective in improving students' speaking skills. The following presents a table of the results of students' speaking skills in cycle II. Table 3. Students' speaking skills at the cycle stage II Assessment Aspects

Average Score	Speaking fluency	82,0	Pronunciation	81,5	Vocabulary	83,2	Sentence
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Structure 82,4 The Courage to Speak 84,5 Average Score 82,7

<https://doi.org/10.58421/misro.v5i1.1064> 551 Based on the table, all aspects of students' speaking skills experienced a significant improvement compared to cycle I. The aspect of speaking courage obtained the highest score, which shows that students are more confident in using Indonesian. The vocabulary and fluency of speaking aspects have also experienced considerable improvements. Role play allows students to use language creatively and spontaneously. This can be seen from the ability of students to develop dialogue without reading text. Thus, the success indicators of the research have been achieved [11], [19], [20], [29].

Figure 1. Cycle Comparison

A comparison chart of each cycle shows an improvement in students' speaking skills in all aspects of assessment. In terms of speaking fluency, the score increased from 60.2 in the pre-cycle to 70.4 in the first cycle and reached 82 in the second cycle. The pronunciation aspect also increased from 61.5 to 71.2 and then 81.5. Furthermore, the vocabulary aspect increased from 63.1 in the pre-cycle to 72.5 in the first cycle and reached 83.2 in the second cycle. The sentence structure aspect showed an increase from 62 to 71 and increased again to 82.4. The data shows that the application of role play techniques has a positive impact on all aspects of students' speaking skills. The aspect of speaking courage experienced the most significant increase, namely from 65 in the pre-cycle to 75.4 in the first cycle, and reached 84.5 in the second cycle. The improvement in this aspect shows that students are more confident in using Indonesian orally. Overall, the increase in value in every aspect took place consistently from pre-cycle to cycle II. This shows that role-play-based learning not only increases students' courage, but also accuracy and fluency in speaking. Thus, the diagram strengthens the research findings that role play techniques are effective in improving students' Indonesian speaking skills gradually and sustainably. Final reflection shows that the application of the technique, role play, is able to create an active, fun, and communicative learning atmosphere. Students not

<https://doi.org/10.58421/misro.v5i1.1064> 552 only experience improved speaking skills, but also show a positive attitude towards Indonesian learning. The teacher plays the role of a facilitator who guides students **6 during the learning process**. Effective speaking learning should provide space **4 for students to practice** actively and continuously [2]. With the achievement of success indicators, **the Role play is** considered suitable for use in Indonesian learning for Thai students.

3.2. Improvement of Indonesian Speaking Skills for Thai Students **1 Through Role Play Technique**

The results **of this study** show that the application **of role play** is gradually able to significantly improve the Indonesian speaking skills of Thai students in Matayum 1 class. Quantitatively, the increase in average scores from 62.4 in the pre-cycle to 72.1 in the first cycle, and then 82.7 in the second cycle, showed that students experienced consistent development in the aspects of fluency, pronunciation, **3 vocabulary, sentence structure**, and speaking boldness. This increase indicates that the experience of playing **a role in** the context of real communication provides a more intensive opportunity for speaking practice than conventional learning. Qualitatively, observation data showed that students initially seemed hesitant and lacked confidence in **the use of** Indonesian, but in cycle II, students' abilities developed to be more active and spontaneous. This is consistent with previous research findings that show that **4 Role play can** improve speaking skills through the simulation of real situations that make students more emotionally and cognitively involved in **the process of** learning a foreign language. The use **of Role play can** significantly improve speaking achievement compared to traditional methods [30]. Furthermore, the aspect of speaking courage **is one of the most** prominent indicators of improvement. This shows that **Role play can** increase students' confidence and participation in speaking activities [31]. In addition, Role play provides meaningful context so that students learn **3 vocabulary and sentence structure** that are relevant to everyday conversation, not just mechanical exercises. The findings **1 of this study** are consistent with a number of recent studies showing that role play effectively improves students' **speaking skills in** foreign language learning. Research by Kautsar [32] reports improved student speaking ability after the implementation **of role**

play compared to traditional methods. In addition, the research by Manurung et al. [33] and Riyadi [31] shows significant improvement in fluency and vocabulary after the use of the technique of role play in learning to speak. These findings are in line with the opinion [34]. The results of the research conducted in 4 the context of Indonesian for foreign speakers strengthen the empirical evidence on the effectiveness of role play as a learning strategy for speaking. This study implies that Indonesian teachers, especially for foreign speakers, can consider the application 1 of role play techniques as the main strategy in learning speaking skills. This technique not only improves linguistic aspects such as 3 vocabulary and sentence structure, but also affective aspects such as student confidence and motivation. By practical implication, 4 role play can be used as an alternative to traditional learning methods that are often monologue and less allow students to practice speaking contextually and communicatively. This research has limitations, including the number of research subjects limited to one Matayum 1 class of 22 students, so the generalization of findings needs to be

<https://doi.org/10.58421/misro.v5i1.1064> 553 done carefully. In addition, this study focused on a single technique (role play) without directly comparing it with other methods in an experimental control design. 3 This makes the interpretation of the effectiveness of the technique incomplete when compared to other direct learning approaches. For further research, it is recommended to use an experimental design involving 10 a control group to compare role play with other methods directly, as well as to expand the research sample across different grade levels or cultural contexts. Advanced research can also utilize long-term measurements to look at 1 the impact of role play on speaking skills in an ongoing manner, including pragmatic aspects and communication strategies. 4.

CONCLUSION Based on 7 the results of the class action research, it can be concluded that the application of role play techniques has proven to be effective in improving the Indonesian speaking skills of Thai students in Matayum 1 class. Improvement of speaking skills occurs gradually from pre-cycle to cycle II, both in terms of fluency, pronunciation, 3

vocabulary, sentence structure, and the courage to speak. The initial condition of students who are still passive and lack confidence shows that conventional learning has not been able to facilitate the practice of speaking optimally. After the application of role-play techniques, students become more active and engaged in communication-based learning. This emphasizes that learning to speak requires contextual and participatory techniques so that students are able to use language in real terms. Critically, the success of the implementation of role play techniques is inseparable from the systematic planning, implementation, and reflection process in each PTK cycle. The improvement of learning outcomes shows that continuous learning improvements are able to improve the quality of student learning processes and outcomes. Although this study has limitations on the number of samples and specific learning contexts, the findings of the study provide empirical evidence that role play techniques are effective for Indonesian learning for first-secondary foreign speakers. Therefore, role play techniques can be recommended as an alternative to relevant and applicable speaking skills learning strategies.

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