



MULTIMEDIA-ENHANCED ROLE-PLAY AS A PEDAGOGICAL STRATEGY TO IMPROVE SPEAKING SKILLS: AN ACTION RESEARCH STUDY

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ABSTRACT

This study aims to improve the integration of role-play and multimedia technology in enhancing English speaking skills among students in the hospitality industry context. Using an action research approach, this study was conducted in the third semester of students majoring in travel business at Prasetiya Mandiri Polytechnic, Bogor. This research method includes three cycles of action: planning, action, observation, and reflection. In the planning stage, role-play scenarios relevant to real situations in the hospitality industry are designed and combined with multimedia technologies such as video tutorials, interactive simulations, and language learning software. Students then participate in role-play activities integrated with these multimedia elements. The results showed that integrating role-play and multimedia technology significantly improved students' speaking skills. Students become more confident in using English, can communicate more effectively, and show improvement in aspects of pronunciation, intonation, and proper use of vocabulary. This study concludes that integrating role-play with multimedia technology is a practical approach to improving English speaking skills among hospitality students. The practical implications of these findings suggest the application of similar methods in language training curricula in other industries, as well as recommendations for further development of technology-based learning aids to support contextual and interactive language learning.

Keywords: Role play, Multimedia technology, Speaking skill, English for hospitality, Higher students.

A. INTRODUCTION

The integration of role-play and multimedia technology is an innovative approach in education, particularly for improving English speaking skills in the hospitality sector. Akbar et al. (2020) Explaining concepts through role-play learning can be achieved by students by acting as certain characters in simulated situations. Example: Students can play the role of hotel receptionists,



restaurant waiters, or guest service officers and interact with "guests" in conditions similar to those found in the real world. By repeatedly practicing in a safe and controlled environment, students become more confident in using English in real situations. (Kuśnierek, 2015; Yen et al., 2015).

Combining role play with multimedia technology in English language learning in hospitality can provide a breakthrough in learning. With VR (Virtual Reality) technology (Takada et al., 2022) or AR (Augmented Reality) (Hapsari & Wulandari, 2020) Students can participate in highly realistic role-play simulations without having to be in a specific physical location. (Song, 2019). The use of software can record student performance during role-play (Li & Keller, 2018), enabling further analysis and more detailed feedback on strengths and areas that require improvement. From this, students can practice through role-play scenarios accompanied by video, sound, and animation that depict certain situations in the hospitality world. (Bonar Siagian & M Bambang Purwanto, 2023; Irawan et al., 2024).

The purpose of this study is to complement previous research that has extensively discussed the challenges of learning to speak for many students. Based on the results of this study, it is expected that the use of role-play methods combined with media technology in English language learning for hospitality will have a significant impact on the learning process, particularly on students' speaking skills. From this, the integration of role-play and multimedia technology in English language learning within the hospitality world offers a comprehensive and practical approach. By harnessing the strengths of these two methods, hospitality education can produce professionals who are better equipped and more competent in communicating with guests from diverse linguistic and cultural backgrounds.

Research on the integration of role play and multimedia technology in improving English speaking skills in hospitality can be based on the assumption that these methods are more effective, motivating, and provide a richer and more realistic learning experience than traditional methods. By combining hands-on practice with interactive technology, students can develop strong English language skills, as well as the essential soft skills necessary for success in the hospitality industry. Continuous learning through multimedia technology allows students to continuously improve their English language skills even after completing a formal education program.

B. METHOD

The investigation method chosen in this study is the Classroom Action Research (CAR) approach (Kemmis & McTaggart, 1988). This approach involves efforts to understand and address learning problems in the classroom through self-reflection, followed by the systematic application of planned actions within the context of actual learning activities, and then an analysis of the impact of these actions. (Fitri, 2019). A research process that aims to overcome the challenges faced by teachers, improve quality, and achieve optimal learning outcomes is carried out by this action approach, namely CAR. (Syahza, 2021). Carr and Kemmis are quoted by (Mangait et al., 2021) Stating that CAR is a form of investigation conducted by researchers in specific social contexts, including educational contexts, to improve their own practices. It follows a cyclical process of planning, action, observation, and reflection. Two cycles were conducted, each iterating through the four stages to refine the integration of role-play and multimedia technology in improving speaking skills among hospitality students. The diagram of the research flow is illustrated below:

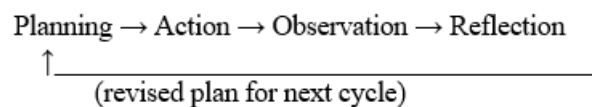


Diagram 1. Research Flow

In Cycle I, initial implementation revealed limitations in student confidence and engagement, prompting revisions in instructional pacing and material reinforcement for Cycle II. The refined intervention in Cycle II resulted in significant improvement in learning completeness (from 60% to 90%) and average scores (80 → 93), confirming the effectiveness of the iterative CAR approach. This research was conducted with third-semester students majoring in travel business at Prasetiya Mandiri Polytechnic, Bogor. The activity was carried out over two cycles. The study participants consisted of 20 students, comprising 12 girls and eight boys, with an age range of 19 to 20 years. Data taken includes observation and documentation. This research design includes four steps per cycle, namely: (1) planning; (2) implementation; (3) observations; and (4) reflection. Each cycle consists of four sequential and repetitive stages: (1) planning, namely developing role-play scenarios that are relevant to the context of hospitality and tourism, integrating multimedia (video tutorials, interactive simulations, language learning software), preparing observation instruments and oral tests, and setting the focus of improvement based on the

reflections of the previous cycle; (2) action, which is carrying out learning through multimedia-enriched role-play, where students play professional roles such as receptionist, waiter, or guest service in simulating real situations with the support of digital media; (3) observation, namely researchers and collaborating lecturers directly observe the learning process, document student participation, confidence, interaction, and oral performance, as well as assess speaking skills based on aspects of pronunciation, intonation, vocabulary, and fluency; and (4) reflection, which is analyzing observational data and oral test results to identify successes, obstacles, and inhibiting factors, then formulating improvements that will be integrated into the planning of the next cycle—thus, this process is cyclical and iterative, aiming for gradual improvement of learning practices until significant improvements are achieved.

This study measures learning outcomes as well as learning atmosphere—but with a primary focus on quantitative learning outcomes and support from qualitative aspects of the learning environment; specifically, learning outcomes in the form of speaking skills in the context of English for Hospitality were measured through role-play-based oral tests (e.g. average score and completion percentage ≥ 75), while learning atmosphere—including confidence, active participation, motivation, attention, and seriousness of students—was observed and documented qualitatively during the implementation of the action, as stated in the methodology that "data taken includes observation and documentation" and in the findings that "students are more enthusiastic about learning, as evidenced by those who pay closer attention, actively participate, compete to answer questions, and are confident in expressing opinions", as well as that "the use of multimedia as a learning medium has a profoundly positive impact on building motivation and enhancing character in learning"; Thus, an increase in scores is a key indicator of success, while changes in classroom atmosphere serve as supporting evidence for the effectiveness of interventions holistically.

Data is collected through two main techniques:

Table 1. Technique of Data Collection

Technical	Instruments	Explanation
Observation	Observation sheets (structured) by collaborator researchers & lecturers	Note: level of participation, confidence, activeness, interaction in the group, response to multimedia & instructions. Performed during role-play.

Documentation	Role-play-based oral test + recording (if applicable) + learning outcome test scores	At the end of each cycle, students perform structured role-play (e.g., as a receptionist or waiter) in front of the class/group, and then are assessed using rubrics. Scores are collected, and the calculated average and percentage of completeness are determined (>75 = complete).
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This study assesses four main aspects of speaking skills in the context of hospitality communication, namely: pronunciation, intonation, vocabulary usage especially hospitality and tourism-related terms such as reservations, check-ins, and guest requests as well as fluency and coherence in simulated conversations; This is supported by the statement in the findings that students "show improvement in aspects of pronunciation, intonation, and proper use of vocabulary" and "can express hospitality terms effectively and assemble them into coherent conversations", while increased confidence and ability to communicate effectively ("students become more confident [...] communicate more effectively") indicates developments in the aspects of fluency and willingness to communicate, all of which are relevant to the demands of speaking competence in guest service situations in the hospitality and tourism industry.

The improvement in this study was measured and proven through a quantitative approach, namely by comparing the results of oral tests between cycles based on two leading indicators: average score and percentage of learning completeness ($KKM \geq 75$). In Cycle I, the average student score was 80, with a completeness rate of 60% (8 out of 20 students met the KKM). In Cycle II, the average score increased to 93, and the completeness rate increased to 90% (18 out of 20 students achieved the KKM). An increase of 13 points on average and 30 percentage points in completeness not only exceeded the minimum target of $\geq 20\%$ increase in completeness as is common in PTK standards in Indonesia—but also showed significant achievement in learning success indicators.

In addition to quantitative data, the improvement was also demonstrated qualitatively through changes in students' behavior and attitudes during the learning process, as observed during the observation stage. At the beginning of the study (Cycle I), students exhibited confusion, a lack of confidence, and a lack of attention during the learning process. However, in Cycle II, there was an increase in enthusiasm: students were more focused, actively participating, and even competing in answering questions, and were able to express their opinions confidently and recall the material



that had been learned. These changes reflect increased willingness to communicate and readiness to speak in a real context, which holistically reinforces the quantitative finding that role-play and multimedia integration are effective in improving speaking skills.

C. FINDINGS AND DISCUSSION

Findings

In classroom action research on improving speaking skills using the role-play method in learning English for hospitality through multimedia devices, the implementation consists of two cycles. This research yielded significant results, specifically enhancing the learning outcomes of students' speaking skills in the hospitality field. They can express hospitality terms effectively and assemble them into coherent conversations in English. Additionally, the use of multimedia as a learning medium has a profoundly positive impact on building motivation and enhancing character in learning.

In the first cycle, it can be observed that some values have reached the KKM, but the actual results have not aligned with the set target. At the beginning of the meeting, students faced several obstacles in the learning process, including confusion with speaking styles, diction, pronunciation, and grammar, as well as difficulty in explaining questions posed by lecturers. The role-play learning method is intended to help students increase their motivation and awareness in speaking. After reflecting on the cycle, activities must be carried out that are considered necessary for improving learning outcomes in Cycle II. Learning outcomes are changes in student behaviour due to learning. Behaviour change occurs when an individual achieves mastery over several materials presented during the teaching and learning process. By examining the percentage of learning completeness that has increased, it is clear that the learning outcomes achieved are satisfactory.

Table 2. The Completeness of Student Learning Outcomes Cycle I

Number of Students	20	
Scoring	< 75	12
	> 75	8
Average student grades	80	
Learning Completeness Percentage (%)	60%	



Table 2 indicates that the average development of student learning outcomes in the first cycle has not yet reached the success indicator of more than 50%. Students who experienced learning completeness in the first cycle were 12, representing a learning completeness percentage of 60% among 20 students. The incompleteness of students is caused by their lack of confidence in their learning ability and mastery of teaching materials, as lecturers deliver material too quickly, students lack attention, and students are unserious in the learning process. The results of the learning test obtained in the first cycle, when compared to those of the previous year, showed a slight increase, although it still did not meet the success indicator. The average percentage of learning completeness of third-semester students majoring in travel business is 60%. The results of actions in the first cycle show that the learning process has not been optimal. The test results indicate that many students still lack an understanding of the material related to hotels and tourism. Researchers and lecturers decided to continue and improve the learning process in Cycle II to further enhance student activities and learning outcomes by revisiting hotel and tourism material, and then continued with tourism and heritage.

After the learning activities are completed in Cycle II, a reflection stage is conducted to discuss the results of the observations. The results of Cycle II observations indicate an increase in learning activities. Students are more enthusiastic about learning, as evidenced by those who pay closer attention to lecturers during explanations and actively participate in learning activities. It can be seen that students' willingness to learn has increased, where students who were previously unable to answer the questions asked by researchers have now begun to compete to answer questions. Students are also confident in expressing their opinions and can recall the material they have learned, explaining their answers to the given questions. In discussions conducted in English, providing opportunities for students to moderate makes it easier for teachers to control the learning process and improve students' speaking skills.

The results of this observation indicate that learning in Cycle II is successful, aligning with the planning stages established in Cycle I. The implementation of actions in Cycle II has been carried out, followed by a learning outcome test to determine the level of student understanding of the material learned in Cycle II. The percentage of completeness of learning outcome test scores for Cycle II, with a KKM of 75 or higher, is shown in Table 2.

Table 3. The Completeness of Learning Outcomes of Cycle II Students

Number of Students	20	
Value	< 75	18
	> 75	2
Average student grades	93	
Learning Completion Percentage (%)	90%	

Table 3 presents the learning outcomes tests, which demonstrate the development of learning outcomes achieved by students after Cycle II. Students who experienced complete learning or obtained a score of greater than 90 in the second cycle were 20 out of a total of 33 participating students, representing a 60% completion rate. In contrast, students who did not complete the evaluation received two marks.

Learning with role-playing methods can improve student learning outcomes. The improvement and completeness of student learning outcomes in each cycle are presented in Table 3. Table 3: Improvement and Completeness of Student Learning in Each Cycle.

Table 4. Improvement and Completeness of Student Learning in Each Cycle

Number of Students	20	20
Scoring	< 75	12
	> 75	8
Average student grades	80	93
Learning Completion Percentage (%)	60%	90%

Table 4 shows that the percentage of student learning completion in each cycle has increased, and the average score of students has also increased from 80 to 93, representing a 13% increase. The progress of increasing student learning completeness in classroom action research (PTK) can be shown in the graph of Figure 1:

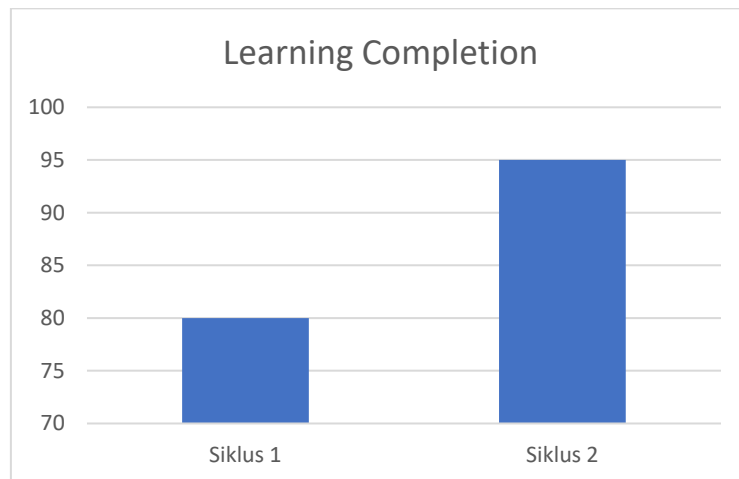


Figure 1: Learning Completion Percentage

As shown in Figure 1, the completeness of student learning increases with each cycle. Learning activities using the Role Playing method which is carried out by acting out the subject matter are very attractive to students where it can be seen from the enthusiasm of students in participating in learning activities so that student activities in learning can increase and by acting out the material learned students more easily understand the concepts in chemical bonds and easily remember the lesson because they feel directly in accordance with the material that has been Played a role so that learning outcomes can improve with concepts that are easy to remember and understand.

Discussion

The study's results indicate that the application of the role-play method with web-based media technology has two important benefits for improving students' speaking skills in the English for Hospitality course. First, the increase in student scores for the ability to speak English showed significant results, as evidenced by the comparison between the first and second cycles, which increased by 13%. Second, self-confidence and awareness of speaking English in the campus environment are improving with the implementation of one-day, one-word activities. Based on the results of this research, the role-play method is highly recommended to improve English speaking skills among students majoring in the travel business. This is because the skills developed through this method are highly valued in the workplace, particularly in the tourism and hospitality sectors.



In this study, role-play learning methods using multimedia technology to improve English speaking skills have several significant implications in the context of Education. Wildaniati (2006). **The** use of multimedia technology in role play makes learning more engaging and interactive, which can increase student engagement. Visual and auditory elements of multimedia help students better understand the context and role-play scenarios (Khalida & Refnaldi, 2020), which in turn increases their motivation to participate actively (Purwanto, Despita, et al., 2023). Meanwhile, the combination of role-play and multimedia creates a more engaging and creative learning environment, which can encourage students to be more enthusiastic about learning English (Purwanto, 2022). The integration of role-play and multimedia technology demonstrates that this approach has great potential to enhance students' English speaking skills. By making learning more interactive, engaging, and tailored to individual needs, this approach can enhance students' motivation, confidence, and overall language proficiency.

The results of this study examine the role of learning methods incorporating multimedia technology in enhancing students' speaking skills, which can be interpreted as a combination of the learning process. Role play and multimedia make learning more engaging and interactive. (Khudobina et al., 2019). Students become more engaged because they can actively participate in realistic and dynamic simulations. (MacIntyre, 2007). This higher level of interaction helps students become more focused and motivated in learning the English language. (Kamil, 2019). The integration of multimedia technology with role play is proven to improve students' speaking skills. (Purwanto, Hartono, et al., 2023). Technology provides a visual and auditory context that supports role-play scenarios. (Purwanto, 2021), help students understand and use English more effectively (Purwanto & Al Firdaus, 2023). Students who engage in multimedia-based role play tend to show improvements in fluency, accuracy, and complexity of the language used (Novia et al., 2024). Overall, role play with multimedia technology has a significant positive impact on students' speaking skills. The results reflect improvements in students' engagement, speaking skills, confidence, digital literacy, and collaborative abilities. (Nasar et al., 2023). The implications of this research encourage the adoption of this innovative learning method in the language education curriculum to achieve more effective and comprehensive learning outcomes.



Some research results show that this method also increases students' confidence in speaking English. Song (2019) By practicing through multimedia-supported role-playing, students feel more prepared and confident in using English in real-life situations. This confidence contributes to their improved performance in oral exams and daily communication. (Sutika, 2008). Other studies have also indicated that students who use multimedia technology in learning experience an increase in digital literacy. (Nadiyah, 2019). They not only learn English, but also become more skilled in using technological devices. (Amalia et al., 2015), which is an essential skill in this digital age. The results showed that role-playing supported by multimedia technology encourages collaboration between students. (Kuśnierek, 2015). They work in groups, share ideas, and practice together, which not only improves their speaking skills but also their social and collaborative skills. (Akbar et al., 2020; Bouaziz, 2015; Marlia et al., 2018). Based on this explanation, the increase in student creativity, which is currently considered weak, can be significantly enhanced by utilizing role-play strategies.

Overall, the integration of role play with multimedia technology has a significant positive impact on students' speaking skills. The results reflect improvements in students' engagement, speaking skills, confidence, digital literacy, and collaborative abilities. The implications of this research encourage the adoption of this innovative learning method in the language education curriculum to achieve more effective and comprehensive learning outcomes.

D. CONCLUSION

Research on role-play methods using media technology in English hospitality courses reveals several important findings that can be applied to enhance students' speaking skills. Combining role-play with media technology can make a significant contribution to students' awareness of speaking English, increasing the value of learning to speak for hospitality purposes. Role play supported by multimedia technology encourages collaboration among students. They can work in groups to complete tasks.

Research on the integration of role-play and multimedia technology makes a significant contribution to the hospitality industry by enhancing staff's English-speaking skills, leading to improved service quality, human resource development, a competitive advantage, a better guest experience, and increased operational efficiency. The implementation of this method can bring



many benefits to businesses in the hospitality industry, making them more prepared and competitive in the global market.

This research has limitations, specifically in terms of the research sample, as this study is limited to third-semester students in the travel business department. The courses raised in this study still have close ties with the department. It is hoped that the role-play method using media technology can be applied to other scientific majors at Prasetya Polytechnic independently and in a more varied manner.

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