

# Enhancing Speaking Skills Through Role Play and Multimedia Technology

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## Abstract

This study explores and evaluates the effectiveness of integrating roleplay methods and multimedia technology in improving students' English-speaking skills in the hospitality industry. Using an action research approach, this study was conducted among third-semester by totalling sampling 30 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, roleplay scenarios relevant to real situations in the hospitality industry are designed and combined with multimedia technologies such as video tutorials then participate in roleplay 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 pronunciation, intonation, and proper use of vocabulary. This study concludes that the integration of Role play with multimedia technology is a practical approach to improving English-speaking skills among hospitality students.

**Keywords:** *Roleplay, multimedia technology, speaking skills, English for hospitality, higher students.*

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## INTRODUCTION

Integrating role play and multimedia technology is an innovative approach in Education that significantly improves English speaking skills in hospitality. Akbar et al. (2020) explain that students can learn roleplay by acting as certain characters in simulated situations. For example, Students can play the Role of hotel receptionists, restaurant waiters, or guest service officers and interact with "guests" in conditions similar to the real world. By repeatedly practicing in a safe and controlled environment, students become more confident using English in real situations (Kuśnierek, 2015; Yen et al., 2015).

Combining roleplay 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 roleplay simulations without having to be in a specific physical location (Song, 2019). The software can record student performance during role play (Li & Keller, 2018), allowing for

further analysis and more detailed feedback on strengths and areas that need improvement. From this, students can practice through roleplay 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 studies that talked a lot about the difficulties of learning to speak for many students. From the results of this study, the use of roleplay methods with the use of media technology in learning English for hospitality will significantly impact the learning process, especially on students' speaking skills. From this, integrating role play and multimedia technology in English language learning in 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 prepared and competent in communicating with guests from various linguistic and cultural backgrounds.

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

### **Role Play Method**

Learning is an active process in which students build new knowledge based on their experiences. Rahmawati (2015) states that role play promotes active learning by directly engaging students in situations requiring problem-solving and interaction. Roleplay enables collaborative learning (Liu et al., 2021), where students work together to complete a specific scenario or task (Nair & Fahimirad, 2019). In roleplay, teachers can provide support or guidance, which is reduced as students improve. In hospitality, students adopt specific roles (e.g., hotel receptionist) (Agustin & Purwanto, 2023) and act according to the expectations and norms associated with the Role.

Rakhimovna (2022) Explains that roleplay methods in learning are supported by various educational theories emphasizing the importance of direct experience, social learning, cognitive processing, and active engagement. By combining elements from these theories, role play offers a holistic and practical approach to learning (Wang et al., 2021), especially in the context of English language learning for the hospitality industry (Travis, 2020; Zhetspisbayeva et al., 2017). This allows students to practice their language skills in realistic and relevant situations, which helps improve their confidence and communication skills.

### **Multimedia Technology**

Hubbard & Levy (2006). Explain multimedia learning that focuses on students to be better. The learning process can be combined through audio narration or images and written text. Adding written text to audio and image narration only sometimes improves learning and can lead to cognitive overload (Budiyanto et al., 2024). Learning is more effective when the learning material does not include irrelevant or redundant information (Hidayad et al., 2023). Complex learning material should be divided into smaller segments to facilitate understanding. Students are better off learning when they already have basic knowledge of the main concepts to be taught.

Using multimedia technology in English for Hospitality learning offers a more interactive, engaging, and practical approach. Irawan et al. (2024) By combining various media, simulating real situations, and providing instant feedback, this technology can help students develop English skills essential for success in the hospitality industry. With VR technology, students can experience the hotel or restaurant environment virtually and practice interacting with guests in simulated situations (Hanadya et al., 2023). Software that allows students to practice roleplay through programmed scenarios, such as handling guest check-in, responding to complaints, or recommending menus.

### **English for Hospitality**

Hospitality industry education provides in-depth training in all aspects of the hospitality industry, preparing learners for careers in hotels, restaurants, event organizing, tourism, and other fields. This Education often covers various topics, including customer service and hotel management, food and beverage operations, marketing tactics, and industry-specific technologies (Adeyinka-Ojo et al., 2020; Marneros et al., 2021). It also studies how to provide guests with exceptional experiences, manage hotel operations effectively, and negotiate the complexities of the global hospitality business. The curriculum often includes Case studies and internships to provide hands-on experience and practical skills development (Le et al., 2018; Venkatraman et al., 2019).

In addition to practical skills, students also learn *soft skills* such as leadership, teamwork, and effective communication methods, which are essential for managing diverse teams in a fast-moving environment (Talawanich & Wattanacharoensil, 2021; Weber et al., 2020). For example, transformational leadership is a powerful and impactful style that has gained popularity in the dynamic and ever-changing hospitality business. According to research, transformational leadership increases perceptions of leadership effectiveness and satisfaction. Transformational leaders align teams with shared goals by clarifying the direction and mission of the organization. As the hospitality industry faces challenges such as mergers, workforce shortages, and a diverse workforce, transformational leadership becomes essential to address instability and drive innovation (Alfaro et al., 2019).

### **METHOD**

The investigation method chosen in this study is the Classroom Action Research (PTK) approach. This approach refers to efforts to understand and solve learning problems in the classroom through self-reflection, followed by the systematic application of planned actions in the context of actual learning activities, followed by an analysis of the impact of an action (Fitri, 2019). A research process that aims to overcome the challenges teachers face, improve quality, and achieve optimal learning outcomes is carried out by this action approach, namely PTK (Syahza, 2021). Carr and Kemmis (Mangait et al., 2021) State that PTK is a form of investigation conducted by researchers in specific social contexts, including educational contexts, to improve their practices.

This research was conducted on third-semester students majoring in travel business at Prasetiya Mandiri Polytechnic Bogor; this activity was carried out for two cycles. The study participants were 20 students, consisting of 12 girls and eight boys, with an age range of 19-20 years. Data taken includes observation and documentation. This research design consists of 4 steps per cycle, namely: (1) planning, (2) implementation, (3) observations, and (4) reflection.

## RESULT AND DISCUSSION

In classroom action research on improving speaking skills using the roleplay method in learning English for hospitality through multimedia devices in the third-semester students majoring in travel business at Prasetiya Mandiri Polytechnic Bogor, the implementation consists of two cycles. This research produced significant results, namely increasing the learning outcomes of students' speaking skills in hospitality. They can express hospitality terms well and assemble them in the form of conversation in English. In addition, multimedia, when used as a learning medium, has a very positive impact on building motivation and increasing character in learning.

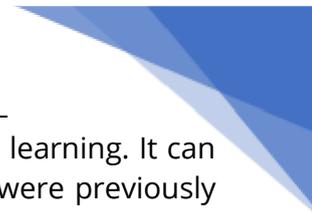
In the first cycle, it can be seen that some values have reached KKM, but the expected results have yet to be achieved by the set target. At the beginning of the meeting, there were many obstacles faced by students in the learning process, including students who needed clarification in expressing speaking styles, diction, pronunciation, good grammar, and explaining questions given by lecturers. The roleplay learning method is intended to increase students' motivation and awareness of speaking. After reflecting on cycle I, activities that are considered necessary for the improvement of learning outcomes must be carried out in cycle II must be carried out. Learning outcomes are changes in student behaviour due to learning. Behaviour change is caused by his mastery of several materials given in the teaching and learning process. By looking at the percentage of learning completeness that has increased, it is clear that the learning outcomes are sound.

**Table 1** Percentage of 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 1 shows that the average development of student learning outcomes in the first cycle has yet to reach the success indicator of >50%. Students who experienced learning completeness in the first cycle were 12, with a percentage of learning completeness of 60% of 20 students. The incompleteness of students is caused by their lack of confidence in their learning ability and mastery of teaching materials because lecturers deliver material that is too fast, lack of attention, and students' unseriousness in the learning process. The results of the learning test obtained in the first cycle, compared to the previous year, showed a slight increase even though it did not reach the success indicator. The average percentage of learning completeness of third-semester students majoring in the travel business is 60%. The actions in the first cycle show that the learning process has not been optimal; it can be seen from the test results that there are still many students who need help understanding the hotel and tourism material. Researchers and lecturers decided to continue and improve the learning process in cycle II to further improve student activities and learning outcomes by slightly repeating hotel and tourism material and continuing with tourism and heritage.

After the learning activities are completed in cycle II, a reflection stage is carried out to discuss the results of observations. The results of cycle II observations show an increase in learning activities. Students are more enthusiastic about learning, as seen from students who



pay more attention to lecturers explaining and increasing student activities in learning. It can be seen that students' willingness to learn has increased, and 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, repeating the material they have learned, and explaining the answers to the questions. In discussions conducted in English, providing opportunities for students as moderators makes it easier for teachers to control learning and improve students' speaking skills.

This observation shows that cycle II learning is flourishing by the planning stages based on cycle I. The implementation of actions in cycle II was carried out, and then a learning outcome test was carried out 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  $KKM \geq 75$  can be seen in Table 2.

**Table 2** Percentage of 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%	

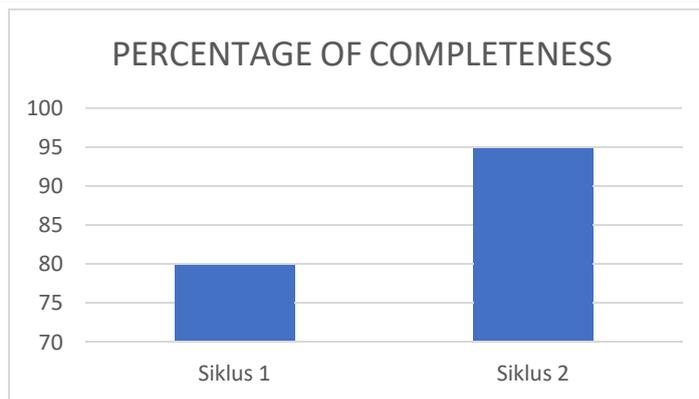
Table 2 of learning outcomes tests shows the development of learning outcomes obtained by students after cycle II. Students who experienced complete learning or received a score of > 90 in the second cycle were 20 students from the total number of students who participated in the evaluation of 2 students. The percentage of students who completed was 90%, while students who did not obtained two marks.

Learning with roleplaying 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 3** Improvement and Completeness of Student Learning in Each Cycle

Number of Students	20	20	
Scoring	< 75	12	18
	> 75	8	2
Average student grades	80	93	
Learning Completion Percentage (%)	60%	90%	

Table 3 shows that the percentage of student learning completeness in each cycle has increased, and the average score of students has also increased from 80 to 93, which is 13%. 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**

It can be seen from Figure 1 that the completeness of student learning increases with each cycle. Learning activities using the roleplaying method involve acting out the subject matter and are very attractive to students. Where it can be seen from the enthusiasm of students in participating in learning activities 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 by the material that has been played a role so that learning outcomes can improve with ideas that are easy to remember and understand.

## **Discussion**

The study's results explained that applying the roleplay method with web-based media technology can improve students' speaking skills in English for a hospitality course. First, the increase in student scores for the ability to speak English showed significant results; the value can be seen from the comparison in the first and second cycles by 13%. Second, self-confidence and awareness of speaking English in the campus environment can be improved by implementing one-day, one-word activities. From the results of this research, the roleplay method is highly recommended to improve English speaking skills in the environment of students majoring in the travel business; this is because the output of this science is needed in the world of work, especially tourism and hospitality.

In this study, roleplay learning methods with multimedia technology to improve English speaking skills have significant educational implications. Wildaniati (2006) The use of multimedia technology in roleplay makes learning more engaging and interactive, which can increase student engagement. Visual and auditory multimedia elements help students better understand context and roleplay scenarios (Khalida & Refnaldi, 2020), increasing their motivation to participate actively (Purwanto, Despita et al., 2023). Meanwhile, the combination of roleplay and multimedia creates a more fun and creative learning environment, which can encourage students to be more enthusiastic about learning English (Purwanto, 2022). Integrating role play and multimedia technology shows that this approach has great potential to improve students' speaking skills. This approach can increase students' motivation, confidence, and overall language competence by making learning more interactive, fun, and tailored to individual needs.

The results of this study explore roleplay learning methods with multimedia technology in improving students' speaking skills, which can be interpreted as a combination in 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 interaction helps students to be more focused and motivated in learning English (Kamil, 2019). Integrating multimedia technology with roleplay improves students' speaking skills (Purwanto, Hartono, et al., 2023). Technology provides visual and auditory context that supports roleplay scenarios (Purwanto, 2021) and helps students understand and use English more effectively (Purwanto & Al Firdaus, 2023). Students who engage in multimedia-based role play tend to improve 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.

Research shows that this method also increases students' confidence in speaking English. Song (2019), by practicing through multimedia-supported role play, students feel more prepared and confident to use English in real situations. This confidence improves their performance in oral exams and daily communication (Sutika, 2008). Other studies have also indicated that students who use multimedia technology in their learning experience have increased digital literacy (Nadiyah, 2019). They learn English and become more skilled in using technological devices (Amalia et al., 2015), which is an essential skill in this digital age. Then, the results showed that role play supported by multimedia technology encourages student collaboration (Kuśnierek, 2015). They work in groups, share ideas, and practice together; improv improves their speaking and active skills (Akbar et al., 2020; Bouaziz, 2015; Marlia et al., 2018). From this explanation, the increased student creativity so far, categorized as still weak, can be increased massively using roleplay strategies.

Overall, integrating 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.

## **CONCLUSION**

Research on roleplay methods with media technology in English hospitality courses shows several significant results that can be applied to improve students' speaking skills; roleplay combined with media technology can contribute to student awareness of speaking English—the increased value of learning to talk for hospitality. Role play supported by multimedia technology encourages collaboration among students. They can work in groups to complete tasks. Research on integrating role play and multimedia technology contributes to hospitality by improving staff English speaking skills, service quality, human resource development, competitive advantage, better guest experience, and operational efficiency. Implementing this method can benefit businesses in the hospitality industry, making them more prepared and competitive in the global market. This research has limitations; in terms of the research sample, this study is only limited to third-semester students in the travel business department. The courses raised in this study still have close ties with the department. The roleplay method using

media technology can be used independently in other scientific majors at Prasetya Polytechnic and can be more varied.

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