

**IMPLEMENTATION OF THE ROLE PLAY METHOD IN JOB  
INTERVIEW MATERIAL TO IMPROVE SPEAKING SKILL AT  
TWELFTH GRADE STUDENTS OF SMK DARUNNAJAH  
TEGALDLIMO IN THE ACADEMIC YEAR 2021/2022**

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**ABSTRACT**

The purpose of this study was to find out how far the speaking ability of class twelve students of SMK Darunnajah Tegaldlimo was through job interview material by taking a role-playing approach.

This research method uses Classroom Action Research Design, and this research consists of two cycles, each cycle consisting of two meetings. In addition, this research was conducted based on the Classroom Action Research procedures, as follows: Preliminary study, planning, acting, observation and reflection. This research uses the classroom action research method which consists of two cycles. The subjects in this study were 21 students in grade twelve of SMK Darunnajah Tegaldlimo in the academic year 2021/2022. In addition, the researcher uses a qualitative approach, there are data collection techniques used to collect data such as observations, and tests. And the researcher analyzed the data by using the score rubric.

Based on data analysis, the results of this study show progress. This shows that the average score of students for speaking skills has increased. This can be seen from the results of data analysis for each cycle (Preliminary Study (52.38), Cycle 1 (61.19), Cycle 2 (75.71)). Based on the results of data analysis, the researchers concluded that the matery of job interviews through the roleplay method worked well and could be applied to improve students' English speaking skills.

**Keyword: Speaking skill, Role play, Job interview practice**

## ABSTRAK

*Tujuan dari penelitian ini adalah untuk mengetahui sejauh mana kemampuan berbicara siswa kelas dua belas SMK Darunnajah Tegaldlimo melalui praktik wawancara kerja dengan mengambil pendekatan Role Playing.*

*Metode penelitian ini menggunakan Desain Penelitian Tindakan Kelas, dan penelitian ini terdiri dari dua siklus, setiap siklus terdiri dari dua pertemuan. Selain itu, penelitian ini dilakukan berdasarkan prosedur Penelitian Tindakan Kelas, sebagai berikut: Studi pendahuluan, perencanaan, tindakan, observasi dan refleksi. Penelitian ini menggunakan metode penelitian tindakan kelas yang terdiri dari dua siklus. Subjek dalam penelitian ini adalah siswa kelas dua belas SMK Darunnajah Tegaldlimo tahun ajaran 2021/2022 sebanyak 21 siswa. Selain itu peneliti menggunakan pendekatan kualitatif, ada teknik pengumpulan data yang digunakan untuk mengumpulkan data seperti observasi dan tes. Dan peneliti menganalisis data dengan menggunakan rubrik skor.*

*Berdasarkan analisis data, hasil penelitian ini menunjukkan kemajuan. Hal ini menunjukkan bahwa rata-rata skor keterampilan berbicara siswa mengalami peningkatan. Hal ini terlihat dari hasil analisis data untuk setiap siklus (Studi Pendahuluan (52,38), Siklus 1 (61,19), Siklus 2 (75,71)). Berdasarkan hasil analisis data, peneliti menyimpulkan bahwa praktik wawancara kerja melalui metode Roleplay berjalan dengan baik dan dapat diterapkan untuk meningkatkan kemampuan berbicara bahasa Inggris siswa.*

***Kata Kunci: Keterampilan berbicara, Role play, Praktik wawancara kerja***

### **A. Introduction**

AS Hornby (1995:662) says that language is a system of sound signs used by humans to communicate. A communication system in speech and writing that is used by people from a particular country or region. This means that language is very important in human life because it is impossible for humans not to communicate in their lives, especially in their society or the surrounding environment.

Asiti (2012:1) states that there are several important aspects of English, such as English as access to education abroad, as a way to have an international business and join politics. English is one of the languages that must be learned by second or foreign

language learners. In speaking, mastering all aspects is important because learning a second language is measured by the ability to dialogue (Nunan, 1991: 39).

There are four main skills that must be learned in learning English. And each skill is mutually sustainable with one another. Learning English begins with listening first, then followed by speaking, then reading, and finally, writing (Neno, 2013). Of the four skills above, speaking skills play a very important role in communicating.

Without speaking skills, communication will not occur. Most people say that speaking English is the most complicated aspect because it includes pronunciation, listening, grammar and vocabulary all at once (Yanto, 2015). And if the person has proficient pronunciation, then when he speaks English it will be very clear and sound professional in every word he says. Besides pronunciation, another important thing in speaking English is mastering a lot of vocabulary, and course requires a lot of practice, here is the key. Apart from all aspects, the main capital in speaking English is a strong mentality and self-confidence.

Without speaking skills, communication will not occur. Most people say that speaking English is the most complicated aspect because it includes pronunciation, listening, grammar and vocabulary all at once (Yanto, 2015). And if the person has proficient pronunciation, then when he speaks English it will be very clear and sound professional in every word he says. Besides pronunciation, another important thing in speaking English is mastering a lot of vocabulary, and course requires a lot of practice, here is the key. Apart from all aspects, the main capital in speaking English is a strong mentality and self-confidence.

Looking at the problem at hand shows that it is important to give students an equal amount of change in their speaking skills practice and to pay more attention to creating learning situations with different teaching methods.

Observations made by researchers on the conditions that exist above are proven by conducting a preliminary study. This is evidenced by checking scores which show that many students do not meet the maximum criteria. While the minimum completeness criteria or KKM at this school is 70. The highest score achieved by students is 65 and the lowest is 45, it shows that no one has achieved the success criteria value. Through problems as above, the researcher tries to apply one of the strategies and methods to develop students' speaking English skills by doing role playing so that students can feel firsthand how to speak English and how to apply it.

Joyce and Weil (2007:70) state that the role playing technique can improve students' ability to respect themselves and others, and they can also learn a behavior and can handle situations so that they can practice their ability to solve problems. Because through role playing students can live the role, develop imagination and ideas, and how the style and behavior in these English expressions. Based on a case study in the field, the researcher chose the role playing technique as a strategy to improve the students' speaking ability in English. Apply role playing techniques to make updates to the learning atmosphere.

Based on the facts described above, the researchers chose the role play technique as a learning technique to practice speaking English skills to students because this technique can make students play an active role directly in training students' speaking skills. Role-play is a product of 'play', 'games' and 'simulation', and this definition is given in The Concise Oxford English Dictionary (1978 edition) the definition of role-playing is: *'behave according to a prescribed function'*.

This research shows that role playing by applying the practice of job interviewing can have a positive impact on students' interests, express their thoughts, and motivate them to improve their speaking skills. It is based on belief. The title of the

research is “Implementation of the Role Play Method in Job Interview Material to Improve Speaking Skill at Twelfth Grade Students of SMK Darunnajah Tegaldlimo in The Academic Year 2021/2022”.

Based on the research background, the researcher formulates the research problem, namely how to be implementation of the role play method in job interview material to improve speaking skill at twelfth grade students of SMK Darunnajah Tegaldlimo in the academic year 2021/2022?

## **B. Literature Review**

### 1. Speaking

According to Tarigan (1990: 8) "Speaking is a way to communicate that affects our daily lives". Meanwhile, according to Ladouse (in Nunan, 1991: 23), speaking is an activity to explain someone in a certain situation or an activity to report something. According to Brown and Yule (2007), speaking is the ability to pronounce language sounds to express or convey thoughts, ideas or feelings orally. This means that speaking is a way of communicating that can affect a person's life.

Speaking not only requires learners how to produce certain language points such as grammar, pronunciation or vocabulary, but also they have to understand when, why and in what ways to produce language.

#### a. Components of Speaking Skills

Following below are the components of speaking skills as Brown (2004):

##### 1) Pronunciation

Pronunciation is an important part of practicing speaking English. Good pronunciation will make the other person catch the content of the conversation well. Good pronunciation will reduce the

risk of misunderstanding the other person. Good pronunciation practice will involve articulation, intonation, rhythm as well as phrase cutting. In speaking practice, good pronunciation is also supported by body language and eye contact to reduce the risk of misunderstanding.

## 2) Grammar

Grammar is sound, a unit of meaning, such as a word, and the rules for combining them to form new sentences. Therefore, grammar is very important in the practice of speaking English because if you do not master the rules of grammar, you will not be able to speak English well.

## 3) Vocabulary

Vocabulary is the most important thing in practicing speaking English. Vocabulary is diction or the right choice of words in conveying information. Mastering a lot of vocabulary will make it easier to catch the ideas and information that has been conveyed, and vice versa.

## 4) Fluency

The fluency stage is the last stage if all of the above components have been mastered by the speaker. At this stage, the speaker should be diligent in practicing. Another way to hone fluency in speaking can be by listening to music for listening and watching English films.

### b. Techniques in Teaching Speaking

Below are some techniques for teaching speaking based on Nunan (2003),

#### 1) Role play

Role playing is also an excellent activity for speaking in a relatively safe classroom environment. In role-playing, students are given specific roles in the target language. Such as an example of a role

play between a job applicant and a manager conducting a job interview test.

2) Information gap

The information gap is a useful activity in which one person has information that another does not. You must use the target language to share the information. For example, an employee gets information through an online message from his boss and has to tell his friends.

3) Simulation

Simulation is more complicated than role playing. In the simulation, properties and documentation are needed as supporting tools so that learning activities are more realistic. So, a job interview practice simulation requires office equipment, files and files, office worker clothes and others.

4) Puzzle activity

A Puzzle activity is a bidirectional or multidirectional information gap. Everyone in the pair or group has some of the information the other person needs.

5) Contact assignment

Contact assignments include sending students out of the classroom with the goal of speaking with people in the target language. If foreign tourists, exchange students, and business people speak to students in the target language, contact tasks can also be used in the context of a foreign language.

## 2. Role Play

Bailey and Nunan (2005: 52) state that role-playing is a speaking activity in which students participate from others and interact using their characteristics (age, gender, profession, etc). He also explained that role-playing involves specific communication tasks such as negotiating purchases, resolving issues, booking, and getting information.

Role Playing is a teaching method which is an action that is carried out consciously by a group of students in briefly demonstrating the learning material by playing a character.

### a. Application Role Play Method in Teaching Speaking

The teacher must create collaborative learning. This means that teachers must divide, encourage, and accept students. This will lesson their fear and hugs. It also makes students feel appreciated and appreciated so that they can freely exercise their abilities. When teaching oral speech, teachers need creativity. Role-playing games can be used to improve students' speaking skills. The teacher uses role play, play and discussion to enable students to listen, speak and work together under specific conditions.

River (1987: 10) says that the role play involves several steps:

- 1) Students are asked to assume a specific role and to introduce themselves in that role in certain situations.
- 2) He or she should speak to the teacher in a manner appropriate to the role and situation.



#### b. Role Play Method Process in Class

- 1) It provides a concrete framework for conceptual thinking.
- 2) Have a high level of interest in students. This can motivate students and increase their interest in participating in the learning process and thus achieve learning objectives.
- 3) By offering real-life experiences that stimulate self-activity in students.
- 4) It provides an experience that is not easy to provide with other materials.  
Makes a strong and deep impression that lasts longer in the minds of students.

### 3. Job Interview

Interviews are an important part of any recruitment process (Keith, 2018). Esterberg said in Sugiyono (2015: 72) an interview is a meeting held by two people to exchange information or an idea by means of question and answer, so that it can be reduced to a conclusion or meaning in a particular topic.

#### a. Job interview stages

In general, the stages of a job interview consist of five parts, such as interview preparation, directing/relationship creation, information exchange, termination, and evaluation.

#### b. Job Interview Purpose

The objectives of a job interview are as follows:

- 1) To know the personality of the applicant
- 2) To help companies identify qualified applicants for job offers
- 3) To find relevant information needed in job requirements
- 4) To obtain additional information needed for the position and the company.

### c. Types of Job Interviews

The types of job interviews are as follows:

#### 1) Selection interview

A Selection interview is when a candidate or applicant occupies more than one position, it is necessary to conduct a job interview to select the most qualified applicants so that they can proceed to the next selection stage. Usually, the selection interview lasts quite short between 15 minutes to 30 minutes.

#### 2) Phone interview

Phone/telephone interviews are interviews conducted by many recruiters to save costs and be more time efficient. For this reason, applicants must be ready to be contacted at any time. Because recruiters often don't give applicants the choice of when they are ready to be interviewed over the phone.

#### 3) Interview on campus or at school

Although not many companies conduct interviews on campus, for certain companies that are looking for graduates to be further trained, this interview method is very effective because it provides access for companies to get the best candidates who may be very difficult to get if waiting for candidates to come to apply.

#### 4) Teleconference interview

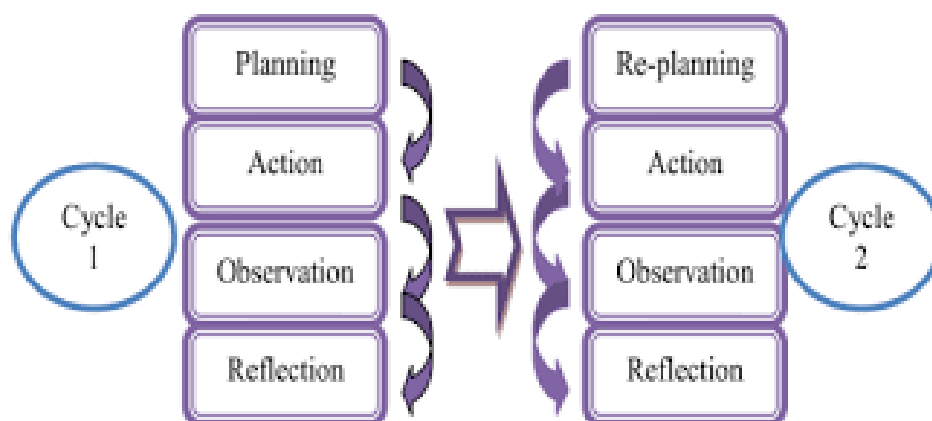
Due to the rapid development of the world of technology, this interview is possible for companies to conduct. Several companies in Indonesia have also conducted this type of interview.

## 5) Job fair interview

The Job fair is an exhibition held to bridge companies with job seekers. So interviews are sometimes conducted directly at job fairs.

### C. Method

A CAR (Classroom Action Research) is used as the design for this study. This is because the author aims to solve students' speaking skills problems and improve their speaking ability. Istiqomah (2018:6) argues that classroom action research is an investigation carried out by researchers, and can be carried out in all circles, be it schools, counselors or other environments. This research uses classroom action research which is conducted through two sessions. Each cycle consists of planning, action, observation and reflection. This research was conducted for two cycles. Those are the first and second cycles and each cycle is a series of closely related activities. As the second cycle continues to be achieved and reformed from the first. Thus, the research plan was used by us to research practical activities in the classroom with a cyclic model. According to Kemmis and McCarthy (Mc Niff, 1992; 27), classroom research was conducted using defined procedures with a cyclical model of four activities. These are: (1) planning (2) action (3) observation and (4) reflection.



To achieve the objectives of this study, the action will be performed in two cycles. This cycle model allows researchers to take corrective action in the next cycle.

It may take more than two loops to overcome every problem that arises in the classroom, and this loop is always connected and continuous.

This study followed the steps of preliminary study, action plan, action implementation, observation, analysis, and consideration. If the action succeeds, Classroom Action Research (CAR) will stop, but if the action fails, the researcher will identify the defect and proceed to the next cycle to fix the defect.

### **Preliminary Study**

First, the researcher conducted a preliminary study during the teaching and learning process of speaking. In this study, researchers found conditions in the classroom related to students' speaking problems. Namely students' lack of interest in speaking, lack of confidence, and other difficulties. To find out the student's condition, the researcher conducted a pre-test first. The aim is to get the ability value of students before practicing speaking.

After the observations were made, the researchers found several problems experienced by students in practicing speaking English, such as students being afraid of making mistakes in pronunciation, and lack of confidence to speak English, and also the results of observations show that the students' ability to speak English is still low, the researchers will apply strategies to increase students' interest and speaking skills by conducting job interviews that are suitable for student learning materials and also applying the role-play method. The application of learning is described by describing activities into cycles. The research procedure starts with planning, implementation, observation, and reflection.

## Cycle I

The research begins with cycle I, in this cycle the researcher decides on the process whether the action needs to be continued or not.

### 1. Planning the action

The material about the practice of job interviews follows a lesson plan that has been made by the subject teacher so that researchers do not need to make their lesson plans. The practice of job interviews was chosen because it is continuous with the role-play method.

To improve students' speaking skills, the researchers chose to apply practical job interview materials, which of course is continuous with the role-play method.

### 2. Implementation

#### 1) Meeting

##### a) Pre activity

At first, the researcher entered the class and then greeted and also attended to the students. After that, warm up by asking students to open books and read the material previously studied at a glance, of course, the material before is continuous with the material that will be applied later.

After reading, move on to the next topic, which is introducing job interviews. Then hone the students' abilities to what extent they understand this material by asking some related questions.

##### b) Main activity

The main activity begins with the researcher explaining the job interview material. Then ask some students to tell what texts are in applying for jobs.

Then enter the practical session on how to apply for a job, this is where the role-play method is applied.

The researcher asked two students to act as applicants and recruiters. The practice was started alternately based on the direction of the researcher.

c) Post activity

At the end of the activity, the teacher concludes and provides input to students regarding the practice with the consideration that the activity. The researcher asked the students about the difficulties during the practice of job interviews.

3. Observation

Researchers made observations based on observations of the practice of job interviews and writing notes during teaching and learning activities.

Assessment sheets and an observation checklist have been prepared by the researcher. Then, the data was obtained from the observation checklist of student activities on the implementation of practice in the teaching and learning process.

During the cycle 1 process, researchers evaluated students and identified improvements in student speaking. During education and learning, researchers observed student activity and development. From the results obtained during the practice of Cycle 1, the researchers concluded that the practice would continue in Cycle 2 as the improvement in speaking skills did not meet all the success criteria. Although only a few indicators were met, the key purpose of this speaking exercise was for students to educate and learn, especially to improve their speaking skills, motivation to learn, and to provide a better learning

environment. It was to encourage the active practice of English in the process. The standard was successful. To analyze all conditions in the classroom, observations are also supported by an observation checklist.

#### 4. Reflection

Based on the results of observations, the researcher made several conclusions based on the practice of job interviews at the first meeting which consisted of two meetings. In addition, the analysis was collected from speaking tests, observation checklists, and assessment sheets in determining the value of success.

Based on the data that has been obtained that the practice of job interviews with the role-play method can increase students' motivation, confidence, and courage in speaking. This can be proven at the time of the implementation of the practice itself. Based on this evaluation, there are several considerations related to these activities.

### **Revision of the Cycle I**

Based on the students' scores in the first cycle, the researcher revised the strategy that was used in the first cycle. The researcher is using a different method in the first cycle, which will be applied in the second cycle. The difference between the two texts is that the interview text used in the interview practice for the second cycle is more detailed and complete.

### **Cycle II**

Cycle 2 is conducted to evaluate the next process and whether action should be continued to the next act or stopped.

## 1. Planning the action

Based on the first cycle evaluation, the role-playing implementation did not meet the integrity criteria. The researchers redesigned the content to focus on learning materials and how to apply them to role-play. The revision focuses on creating a situation where students can speak fluently and improve standard grades.

In cycle 2 the researchers set learning objectives that had been applied previously such as motivating students to be actively involved in learning in class, encouraging students to communicate in English, developing positive interactions between students, improving students' English speaking skills, and providing opportunities for students to initiate communication oral and ask students to think critically.

## 2. Implementation

Cycle 2 continued to be implemented based on the reversal of the previous cycle. The implementation of session 2 consisted of two meetings. Implementation for each meeting as described. The teaching and learning scenarios are presented as follows;

### 1) Meeting

#### a) Pre activity

Before starting activities, the researchers greeted, asked about the student's condition, checked the attendee list, and started the class. The researchers told the entire class that they would like to continue the lesson using the action research techniques of the previous classroom. For the study to proceed successfully, the teacher promises the students that they must focus on the materials they practice in the process.



The researcher started by asking questions about the same material that had been practiced before. It is used to determine students' understanding of students' knowledge of learning materials. To motivate students, the researcher asked some questions about the previous lesson.

b) Main activity

In this section, the researcher explains and reviews the practice of job interviews by doing role play. The explanation of the material aims to make students understand better and motivate them to speak without being burdened.

After explaining, the researcher asked students to practice this material in pairs in turns. After that, the researcher began to pay attention to the course of practice and assess the ability of each student. Job interview practice is conducted alternately.

c) Post activity

In this section, the researcher asked the students what ease and difficulties they felt during the practice. Then the researcher reviewed and gave suggestions to each student and provided input to motivate students to practice speaking better than before.

3. Observation

Researchers made observations based on observations of the practice of job interviews and writing notes during teaching and learning activities.

The assessment sheet and observation checklist have been prepared by the researcher. Then, data were obtained from an observation checklist on student activities on the implementation of practice in the teaching and learning process.

While the two-session technique follows the implementation stage of the first cycle of the teaching and learning process by researchers using role-playing techniques. While the researchers applied the role-playing technique to their job interview practice, the researchers also observed the students.

During the process of cycle 2, the researcher evaluated the students and identified the improvement in the students' speaking.

From the results obtained during the practice of job interviews using the role-play method in cycle 2, the researcher concludes that the practice in this learning activity is only in cycle 2 because seeing the increasing ability to speak through practice has met the success criteria. Observe the conditions and processes that occur in cycle 2 more intensively. The teaching and learning process is also supported by using an observation checklist.

#### 4. Reflection

Based on these observations, the researcher has summarized several conclusions based on the implementation of exercises to improve speaking skills by conducting job interviews in cycle 2 which consist of two meetings. It was found that the student's learning motivation increased and their speaking ability increased as indicated by the increase in the average score obtained from field notes, and assessment sheets.

The data shows that the practice of improving speaking skills with job interview materials can increase students' motivation, confidence, and courage in speaking during the teaching and learning process.

After carrying out the practice of job interviews in cycle 2, researchers have observed scores and found students' speaking skills are better than in cycle 1, especially to improve speaking skills by using job interview materials applied

through the role-play method. The conclusion is that this application in the process of improving students' speaking skills in cycle 2 has met the success criteria.

#### **D. Result**

Based on the results that have been carried out by students from the preliminary study, cycle 1, and cycle 2, it can be concluded that the practice of using job interview tests and the role-play method can improve students' speaking skills. This can be proven by the results of students' initial observations, and the results of student observations in the preliminary study cycles 1, and 2. It can be said that there are some improvements referring to students' speaking skills. The average score of student assessment results in the preliminary study (52.38), student assessment scores in cycle 1 (61.19), and student assessment results in cycle 2 (75.71).

All indicators of success criteria have been met as follows:

1. Students are more actively involved during the teaching and learning process. they responded positively to the practice of job interviews using the role-play method.
2. Students are more active, confident and motivated to communicate after the practice is done.
3. Students are happy and comfortable learning to speak after the practice is applied.

And finally, the average score in cycle 2 has met the criteria for success.

#### **E. Discussion**

Based on what has been obtained from the cycle, it can be concluded that there are several things about the advantages of conducting job interviews using the role-play method, such as:

1. The need for diverse learning strategies to increase student interest in learning English, especially in speaking skills. One way or strategy that is quite powerful is

to apply it directly by using the role-playing method. This method is quite helpful for students in communicating using English.

2. With the role-playing method, many roles can be applied in practice, one of which is by conducting a job interview test. Job interview tests, help teachers and students in achieving learning goals.
3. In addition, applying the practice to students with job interview practices and role-playing methods is very useful in improving students' speaking skills because with this application students immediately practice and focus on their achievements.

Referring to the procedures for implementing the practice of job interviews, the researcher hereby explains the important parts presented. After selecting the materials and methods, then determining the procedure, the researcher designs how to apply the lesson plans to students. Researchers also prepare media, such as benches for practice, blackboards, and other media that will be used in the teaching and learning process.

Teaching and learning strategies are presented in a lesson plan that includes detailed teaching and learning process procedures such as pre-activity is activity before carrying out practical procedures in learning, the teacher encourages students to find out students initial knowledge. After that, the researcher prepared matters related to the learning process.

Entering the main activity, the researcher introduced the learning material, namely the practice of job interviews. Of course, the researchers already knew the abilities of each student. During practice, the teacher or researcher acts as a guide to direct students according to the procedures for the practice to be carried out. Where done by 2 people and alternately, one as a job applicant and the other as an interviewer.

In the main activity, students actively participate in doing the practice and they are also encouraged to apply the practice as interesting as possible. Practice is done alternately. Carry out the practice as directed by the researcher.

The action in cycle 1 went well, although some aspects needed to be taken into account in the practical process, for example, during the interview practice, some students' skills made mistakes, especially in the grammar and pronunciation. Although the researcher made corrections in terms of grammar and pronunciation at the end of the action, the researcher selected the group members in a balanced way between the active and passive students. The goal is for the action to be enjoyed as long as their English can be understood. Because the main thing is to focus on the target language as a means of communication.

Before applying the practice of job interviews with the role-play method, the researcher found that students had some difficulties speaking English. From the data obtained, we know 52.38 from preliminary observations. The average does not reach the standard score target.

The main factors are they are not confident when standing in front of their friends to speak English, they don't dare to convey their ideas, they are afraid to make mistakes in speaking, and sometimes they can't respond to others quickly. But on the other hand, after applying the practice of job interviews, students' speaking skills showed an increase. Evidence during reflection can improve students' speaking skills. This can be seen from the observation checklist, and assessment form.

Based on the assessment sheet during the practice process, the researcher got data from the assessment sheet which showed the students' improvement in their speaking. The Average Score for the Preliminary Study (52,38), the Average Score for the Cycle 1 Assessment (61,19), and the Average Score for the Cycle 2 Assessment (75,71). The

data contained in the preliminary study shows that the average score of pronunciation (2.85), Vocabulary (2.76), Grammar (2.28), and Fluency (2.57) means the process of implementing exercises to improve speaking skills in students. student. students are far from expected. Then the data obtained from cycle 1 mean scores of pronunciation (3.28), Vocabulary (3.0), Grammar (2.71), and Fluency (3.14), here the improvement of students in their Practice shows. In cycle 2, the data on the average value of pronunciation (4.19), Vocabulary (3.85), Grammar (3.28), and Fluency (3.80), showed an increase in students.

The impact obtained on the practice of job interviews using the roleplay method is positive. By using the chosen method, students are more motivated and active in practicing speaking English. as well as the success criteria as expected and fulfilled in the second cycle. Based on the evidence that has been proven above, it can be concluded that to improve speaking English skills by using practice and roleplay methods. practicing with the roleplay method is quite efficient in a teaching and learning atmosphere, able to motivate students in communicating and train self-courage.

These findings suggest that roleplaying can be a helpful technique for improving students' speaking skills. Various techniques can be used to get students to speak up. Students are motivated to speak and communicate in English.

## **F. Conclusion**

It can be concluded that the use of role play interviews in teaching English speaking skills is effective. The role-playing method gives students more flexibility in learning English. The role-play method can be a very helpful teaching tool because it can increase students' interest and motivation in learning English and improve their speaking skills.

Based on the evidence from each cycle, it can be concluded that the practice and roleplay method used with students can improve their speaking skills in English. Role-playing is a system chosen according to language learning goals; it stimulates students to actively participate in classroom learning, encourages students to communicate in English, develops positive interactions between students, improves students' oral English ability, and provides students with opportunities for active oral communication. Students think critically. As a result, students become more confident in communicating or expressing their ideas in English, and students can have the courage to express their opinions.

Based on the data that has been obtained during the research, there are several points that refer to improving speaking skills, such as;

1. The results of the practice using the Role play method can improve students' speaking skills.
2. Students' speaking ability can be shown by their ability to answer and respond to other people's questions during the practice.
3. Based on the reflection in cycles 1 and 2 researchers can find out that all the success criteria are met in cycle 2. The results of student responses to practice have a positive impact.

In accordance with the research problem that has been carried out, the researcher concludes that the application of practice with the Role play method can prove the improvement of students' speaking skills at SMK Darunnajah Tegaldlimo.

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