

Practical English Communication: Role plays training for SMKN 1 Majene students

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ABSTRACT

Vocational high school students in Indonesia are expected to develop English proficiency aligned with workplace demands, yet grammar-focused instruction often limits their communicative competence. Role-play, as an interactive and learner-centered approach, offers potential to enhance speaking skills in vocational contexts. Through a service-learning framework, this community engagement project involved lecturers, students, and teachers in collaboratively implementing role-play activities based on authentic scenarios in hospitality and fashion design. Students engaged in simulated real-life interactions that promoted active participation, peer collaboration, and pragmatic language use. Data from observations, questionnaires, and student reflections indicate that role-play significantly improved engagement, motivation, and speaking confidence. Quantitative results show 54.5% of students found the method engaging, 75.8% viewed the materials as clear, and 78.1% recognized the PkM team's effective delivery. Qualitative feedback highlighted gains in vocabulary, practical communication skills, and readiness to apply English beyond the classroom. Embedding role-play into vocational English instruction thus addresses gaps in speaking practice and supports the development of workplace-relevant communication. This study contributes to ongoing discussions of role-play as an effective pedagogical strategy in ESL/EFL classrooms, particularly within vocational education where practical language use is essential.

Keywords: Communicative Language Teaching; English Speaking Skills; Role-Play Method; Service Learning; Vocational Education.

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1. Introduction

English, often regarded as the global lingua franca, has become an essential tool for communication, transcending national borders and cultural barriers (Jenkins & Baker, 2020; Loor et al., 2024). As a universal language, English facilitates interactions in various domains, including business, education, science, technology, and diplomacy (Tan, 2024). Its importance is further amplified in the context of globalization, where the ability to communicate in English is considered an invaluable skill, especially in professional settings (Kopchak et al., 2022). In Indonesia, English is a mandatory subject throughout the educational system, beginning from elementary school and continuing through secondary education and into higher education. Despite this extensive coverage, the focus of English language instruction in Indonesia has traditionally been on grammar, tenses, and formal language rules, rather than on the practical application of the language, particularly speaking and listening skills that are crucial for effective communication (Asanti & Sudirman, 2020; Mubarak & Sofiana, 2022).

The dominance of English as a global medium for communication reflects its strategic significance in preparing individuals to participate in the global economy. According to recent studies, English proficiency is considered a key determinant of employability, with

many companies across various sectors expecting their employees to have good command over the language (Radwan, 2023; Rattan, 2023). This is especially important in the context of Indonesia's educational landscape, where the rapidly evolving global job market places immense pressure on the educational system to produce graduates who can meet the diverse language requirements of the workforce (Dewi, 2022; Adawiyah, 2022). The gap between what is taught in schools and what is needed in the job market becomes more pronounced, particularly in vocational education institutions. Vocational education in Indonesia, which aims to prepare students for specific careers, often overlooks the importance of equipping students with language skills tailored to their future careers, focusing more on technical skills rather than communication skills (Kamlun, Jawing, & Gansau, 2020).

Vocational education, as one of the most critical education systems in Indonesia, is designed to provide students with the skills and knowledge necessary for entering the workforce. These institutions, such as vocational high schools (SMK), are supposed to provide specialized training that aligns with industry requirements (Subiyantoro, Tarziraf, & Asmara, 2023). However, while vocational schools focus on imparting technical skills, there is often a lack of emphasis on soft skills such as communication, which is equally important in today's globalized world (Cheang & Yamashita, 2020). This is where English language education becomes crucial. Many of Indonesia's major industries, including tourism, business, and manufacturing, require employees who can communicate effectively in English (Saputri, Ratna, & Latifa, 2023). Nevertheless, vocational school curricula often prioritize technical subjects and provide minimal instruction in English for Specific Purposes (ESP), which is essential for students to gain proficiency in the language as it relates to their chosen fields (Wahyuni & Santosa, 2022; Rumalessin & Farah, 2021).

Recent developments in the global job market highlight the necessity of vocational school graduates being able to use English in their respective professional environments. For instance, the tourism industry, which is a significant sector in Indonesia, requires workers who can interact with international guests. In this context, communication skills in English are paramount. Yet, many vocational school graduates find themselves unprepared to handle workplace communication, as their English education has focused primarily on reading and writing, leaving speaking and listening skills underdeveloped (Sari et al., 2023; Ayuningtyas, Mauludin, & Prasetyo, 2022). To address these issues, it is essential to incorporate ESP into the vocational education curriculum. ESP is designed to cater to the specific language needs of students based on their field of study. For example, English for Tourism, English for Business, or English for Engineering all focus on the language and terminology that students will encounter in their professional roles (Putra & Lestari, 2021; Rajović & Spasić-Stojković, 2020).

The gap between what students learn in their English classes and what they need to know for their future careers is evident in the curricula of many vocational schools. In the case of SMKN 1 Majene, English classes are still largely centered on grammar rules, sentence structures, and tenses, with little attention given to developing students' speaking and listening skills. This is a major issue, as effective communication, particularly in English, is increasingly becoming a requirement for employers, especially in industries with global interactions. Without practical communication skills, students will struggle to meet the demands of their future employers, limiting their job prospects and career growth. The lack of emphasis on speaking skills in vocational education also affects students' confidence in using English in real-world situations (Harahap et al., 2023). As a result, many vocational school graduates in Indonesia find it difficult to participate in international discussions,

collaborate with foreign clients, or even engage in basic workplace interactions in English (Kurniawan, 2022).

One of the main challenges in improving English language instruction in vocational schools is the lack of alignment between the curriculum and the needs of the industry. Many English programs in vocational schools focus on general English, with little or no integration with the specific requirements of different vocational fields (Rahman & Dewi, 2020). While general English is important, students who are preparing for careers in technical fields, hospitality, tourism, or business need a more specialized approach to learning the language (Hidayati & Nugroho, 2021). Furthermore, traditional teaching methods often fail to engage students, especially when the material is not relevant to their immediate interests or future careers. Many students in vocational schools are not motivated to learn English because they perceive it as an abstract subject that does not directly contribute to their future professional life (Anwar & Sari, 2022). This is exacerbated by the traditional focus on grammar and vocabulary, which can seem disconnected from real-world application.

In addition to these curriculum issues, the teaching methods used in many vocational schools also play a significant role in students' lack of engagement with English. Traditional methods, which often involve rote memorization and passive learning, do not encourage students to actively participate in the learning process. This approach can be particularly ineffective in fostering speaking and listening skills, which are essential for effective communication in English (Susanti et al., 2024). As a result, many students do not develop the necessary skills to communicate confidently in English, limiting their ability to succeed in global job markets. The absence of interactive, student-centered teaching methods in vocational education is a key factor contributing to the inadequacy of English language skills among graduates of vocational schools in Indonesia (Putri & Santoso, 2023).

One of the most effective ways to enhance English language learning in vocational schools is through the use of interactive and communicative teaching methods such as role-play. Role-play is a teaching strategy that allows students to practice real-life scenarios by taking on different roles and acting out dialogues. This method encourages active participation and helps students develop both speaking and listening skills in a context that mirrors real-world communication. Role-play has been found to increase student motivation and engagement, as it makes learning more dynamic and relevant to students' lives (Nasution et al., 2024).

Incorporating role-play into English language instruction can be particularly beneficial in vocational education. By using role-play activities that are related to specific industries or career fields, teachers can help students practice language skills that they are likely to use in their future jobs. For example, students in a hospitality program could engage in role-play activities where they practice greeting guests, making reservations, or handling complaints in English. This contextual approach helps students learn the specific language they will need in the workplace, making their English education more practical and relevant. In addition, role-play provides students with a safe space to practice speaking English without the fear of making mistakes in front of others, which can boost their confidence and improve their communication skills (Widiyanti & Prasetyo, 2023).

Several studies have highlighted the effectiveness of role-play in improving students' speaking skills. Research by Aryawan (2023) found that role-play significantly enhanced students' ability to communicate in English by providing them with opportunities to practice authentic conversations in a controlled environment. This method also helps students develop critical thinking skills, as they must analyze the situation, consider various responses, and negotiate meaning with their peers. Furthermore, role-play encourages

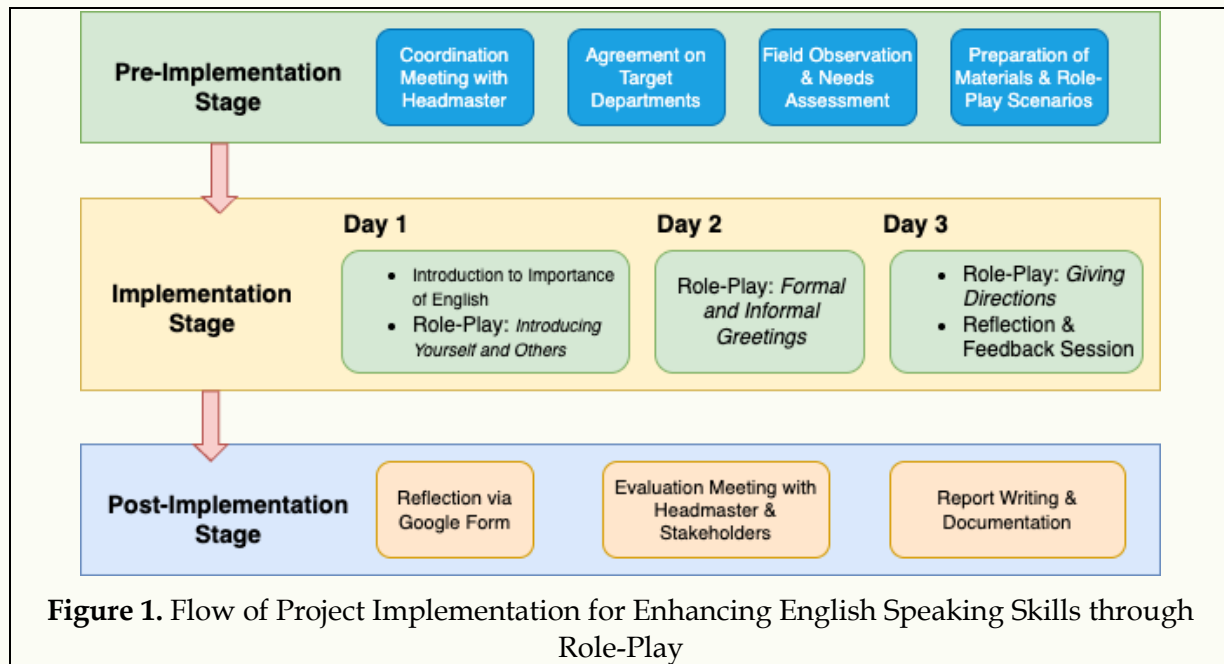
students to work collaboratively, fostering a sense of teamwork and shared learning, which is an essential skill in the modern workplace (Utami et al., 2022).

Based on the challenges and opportunities identified, this community service project aimed to implement a communicative English training program at SMKN 1 Majene. The program utilized the role-play method to enhance students' speaking skills and boost their interest in learning English. The focus was on practical communication skills that students could apply in their future careers. By incorporating the role-play method, students had the opportunity to practice English in an engaging and interactive manner, which helped them build confidence in using the language.

2. Methods

The method used in this community engagement project was service learning, which integrates community service activities with academic learning, enabling participants to apply theoretical knowledge in real-world contexts. The project adopted a collaborative approach, involving active participation from a lecturer and three students of the Tadris Bahasa Inggris Study Program at STAIN Majene, in close cooperation with the English teacher and students of SMKN 1 Majene. This collaboration fostered mutual learning and empowerment, creating a practical environment to enhance English communication skills through interactive role-play activities. The project was conducted at the Hospitality Hall (Aula Perhotelan) of SMKN 1 Majene. The implementation team consisted of one lecturer and three students, who worked closely with the English teacher at SMKN 1 Majene to design and deliver the project activities. The project was implemented over three consecutive days, from August 24 to August 26, 2023, with each session running from 09:00 AM to 01:00 PM. The Preparation Phase involved coordination with school stakeholders, selection of target departments (Hospitality and Fashion Design), needs assessment, and development of instructional materials and role-play scenarios aligned with vocational contexts.

During the Implementation Phase, each training day focuses on specific speaking competencies. Day 1 introduced the importance of English for vocational careers, followed by role-play activities on introducing oneself and others. Day 2 centered on practicing formal and informal greetings and dialogues through interactive role-play to reinforce speaking and listening skills. Day 3 focused on giving directions, culminating in a reflection and evaluation session where students assessed their learning progress and provided feedback on the training. Throughout the sessions, the project team employed a combination of lectures, question-and-answer discussions, multimedia materials (printed handouts and videos), and interactive role-play exercises to promote active student engagement. The same team of facilitators consistently guided the sessions, ensuring continuity and providing individualized support. Following the implementation, the Post-Implementation Phase included the administration of a Google Form questionnaire (quantitative and qualitative), an evaluation meeting with school stakeholders to review outcomes, and the compilation of a comprehensive project report. The overall flow of the project is presented in Figure X, which illustrates the systematic sequence from preparation to implementation and post-implementation activities. This structured approach ensured that the project was effectively designed, delivered, and evaluated to maximize its impact on students' English-speaking skills.



3. Result

3.1 Pre-Implementation

a. Initiation of Communication with the Headmaster

On August 15th, 2023, the PkM team conducted a formal and strategic meeting with the headmaster of SMKN 1 Majene to discuss and propose the implementation of a community engagement program aimed at enhancing English language skills among the students (Figure 2). Initially, the proposal targeted students from the Information Technology Department due to the perceived relevance of English proficiency in the IT sector. However, upon further consultation, the headmaster recommended shifting the focus to students of the *Tata Busana* (Fashion Design) and *Perhotelan* (Hospitality) Departments. This recommendation was grounded on the rationale that these students are more likely to engage directly with customers in their professional roles, thus requiring a functional command of conversational English to effectively communicate in workplace environments. This insight underscored the necessity to tailor the intervention to the actual linguistic needs of the target community to maximize relevance and impact.



Figure 2. Discussion with the Headmaster, illustrating the planning phase of the project.

b. Establishment of Cooperation Agreement

Following the productive dialogue with the headmaster, both parties reached a mutual agreement detailing the scope, objectives, and operational logistics of the community engagement program. It was agreed that the intervention would be conducted over a period of three consecutive days, specifically from Thursday, August 24th to Saturday, August 26th, 2023. The participant cohort comprised 32 students drawn from the *Tata Busana* and *Perhotelan* departments, aligning the program's focus with the headmaster's directive to prioritize these vocational streams.

c. Survey and Field Observation

In preparation for the program's execution, the PkM team conducted an extensive field observation at SMKN 1 Majene. This site visit was critical to assess the feasibility of the program by evaluating key logistical factors including the number of potential participants, suitability of the venue, and availability of necessary school facilities. The observation revealed that the school is well-equipped with specialized facilities, such as a training hotel and practice bedrooms, which are integral to the vocational curriculum of hospitality students. These resources presented a conducive environment for experiential learning activities designed to simulate real-world professional scenarios.

d. Identification of Community Challenges and Resources

Subsequent consultations with the headmaster and the English language instructor further illuminated the community's linguistic challenges and resources (Figure 3). While the initial scope focused on the Information Technology Department, it became evident that *Perhotelan* and *Tata Busana* students exhibited a more acute need for practical English communication skills. This is particularly pertinent given the hospitality sector's reliance on English proficiency for job performance in environments such as hotels, restaurants, and cruise ships. The headmaster highlighted the presence of adequate facilities including a functional hotel and auditorium, which could be effectively leveraged for the program's practical sessions. Collaborative planning sessions within the PkM team ensured that instructional materials and activities would be appropriately tailored to the vocational backgrounds of the participants, thereby enhancing pedagogical relevance (Figure 4).



Figure 3. Strategic discussions with the headmaster and English teacher to align program objectives.





Figure 4. PkM team's preparatory meeting focused on curriculum and material development.

3.2 Implementation of Service Learning

a. First Session – 24th August 2023

The inaugural session commenced promptly at 09:00 AM and concluded at 12:00 PM. The curriculum for this day was divided into two core topics: “The Advantages of Mastering English” and “Introducing Yourself and Others.” The instructional approach utilized multimedia technology, including laptops, PowerPoint presentations, and LCD projectors, to enhance engagement and comprehension. The session was bifurcated, with the initial segment focused on explicating the strategic importance of English as a global lingua franca. This included discussions about international employment prospects, exemplified by the Australian Government’s Working Holiday Visa (WHV) program, as illustrated in Figure 5, where the PkM team presented the global significance of English proficiency. The latter segment employed a participatory ‘Repeat After Me’ technique, facilitating oral repetition and pronunciation practice of self-introduction dialogues. During this interactive practice, students were actively engaged in guided exercises, as depicted in Figure 6, to develop their confidence and fluency in speaking.

	
<p>Figure 5. PkM team presenting the global significance of English proficiency</p>	<p>Figure 6. Students engaged in guided practice of self-introduction dialogues</p>

b. Second Session – 25th August 2023

The subsequent session was held from 08:00 AM to 11:00 AM and focused on the theme of “Greetings,” encompassing both formal and informal communicative contexts. A core pedagogical tool for this session was the role-play method, which allowed students to simulate real-life conversational scenarios. After a didactic explanation by the facilitators, students were paired and encouraged to practice dialogues in front of their peers. This interactive activity is illustrated in Figure 7, where students are paired for role-play exercises, and further depicted in Figure 8, showing pairs practicing conversational exchanges in a supportive environment. This method proved effective in enhancing oral proficiency, fostering active learning, and reducing anxiety associated with public speaking.



Figure 7. Students paired for interactive role-play exercises.



Figure 8. Pairs practicing conversational exchanges in a supportive environment.

c. Third Session – 26th August 2023

The final session, conducted from 09:00 AM to 12:00 PM, addressed the practical skill of “Giving Directions.” Students were introduced to pertinent vocabulary and expressions, followed by role-play activities where they alternated roles as customers and receptionists. Figure 9 illustrates students practicing direction-giving dialogues through role-play. Additionally, Figure 10 shows an individual student receiving guided practice with a PkM team member. The PkM team provided formative feedback on pronunciation accuracy and non-verbal communication cues, facilitating holistic language acquisition. This interactive exercise ensured equitable participation and reinforced language function within contextually relevant scenarios.



Figure 9. Students practicing direction-giving dialogues through role-play.



Figure 10. Individual student receiving guided practice with a PkM team member.

3.3 Post-Implementation

Upon conclusion of the program, a structured reflection process was conducted to capture participant feedback and assess the program’s effectiveness. A Google Forms questionnaire was disseminated to all 33 participating students, consisting of closed-ended Likert-scale items and open-ended questions. The Likert-scale items evaluated students’ perceptions of the instructional methods, clarity of instructional materials, quality of delivery by the PkM team, and areas for improvement. Overall, the results revealed a strong positive

reception toward the role-play method and the instructional approach used during the program.

Table 1. Summary of students' responses on role-play method and instructional effectiveness

Item No.	Questionnaire Item	Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)
1	The role-play method was engaging	24.2	30.3	39.4	6.1	0.0
2	The instructional materials were easy to understand	15.2	60.6	24.2	0.0	0.0
3	The PkM team explained the materials in detail	28.1	50.0	21.9	0.0	0.0

The data in Table 1 indicates that the role-play method was well-received, with a combined 54.5% of students (24.2% strongly agree and 30.3% agree) perceiving the method as engaging. Additionally, 75.8% of students responded positively (strongly agree or agree) regarding the clarity and comprehensibility of the instructional materials. Furthermore, 78.1% of students acknowledged that the PkM team delivered the materials in a detailed and understandable manner. The consistently low levels of disagreement across all items suggest that the instructional approach was effective in fostering student engagement, enhancing comprehension, and supporting the learning process.

To complement the quantitative findings, qualitative responses provided further insights into the students' experiences with the role-play method. When asked what aspects they appreciated most about the role-play approach, students frequently highlighted its practical nature, interactivity, and enjoyable atmosphere. Comments such as *"more interactive and communicative"*, *"fun and enjoyable"*, and *"helps me practice speaking directly"* reflect the method's capacity to enhance motivation and active participation.

Regarding areas for improvement, students suggested the inclusion of more varied and discipline-specific topics, additional supporting media, and opportunities for more spontaneous dialogue without reliance on scripted texts. These suggestions demonstrate a desire for greater contextual relevance and deeper engagement during practice sessions.

In terms of learning outcomes, students reported several new gains from the role-play activities. Many noted an increase in vocabulary, greater confidence in speaking English, and improved ability to use English in real-life contexts. Representative comments included *"I gained new vocabulary"*, *"I feel more confident speaking English"*, and *"I learned to communicate using English in everyday situations"*. These reflections underscore the effectiveness of the role-play method in developing both linguistic competence and communicative confidence among vocational students.

Building upon these encouraging outcomes, an evaluative meeting was convened between the PkM team and institutional stakeholders, including the headmaster, to review the overall implementation results. The discussions addressed key aspects such as program logistics, challenges encountered during delivery, levels of student engagement, and potential avenues for sustainability. The headmaster conveyed a strong appreciation for the program's positive impact and expressed a firm commitment to fostering continued

collaboration for future initiatives aimed at enhancing English communication skills among vocational students.

To ensure transparency and support ongoing quality improvement, the PkM team undertook comprehensive documentation of the program's processes and outcomes. A detailed report was collaboratively compiled, encompassing all phases of the intervention, data collected (both quantitative and qualitative), participant feedback, and reflective insights gained throughout the project. This report serves not only as an accountability mechanism but also as a valuable knowledge resource to inform the design of future community engagement and educational development programs.

4. Discussion

Role-play was widely recognized as a highly effective and dynamic method within communicative language teaching, particularly for enhancing speaking skills in English as a Second Language (ESL) and English as a Foreign Language (EFL) context. This method involved students adopting specific roles and enacting realistic scenarios, thereby simulating authentic communication and fostering meaningful language use (Kusuma & Anggraeni, 2020; Putri & Hasanah, 2022). By immersing learners in contextualized dialogues, role-play promoted active participation, reduced anxiety, and cultivated learners' confidence in speaking (Sari et al., 2021). This strong pedagogical foundation was the primary reason why role-play was chosen as the core instructional method to improve students' speaking skills in this community service project.

Recent empirical studies further demonstrated that role-play enhanced linguistic competence by encouraging learners to produce spontaneous speech and negotiate meaning within peer groups (Rahmat & Wahyuni, 2021; Wulandari & Astuti, 2023). Its interactive nature effectively supported the development of both fluency and accuracy, allowing learners to practice pragmatic aspects of language such as turn-taking, politeness strategies, and non-verbal cues (Widodo et al., 2021). Moreover, role-play's adaptability across various proficiency levels and topics has made it a versatile pedagogical tool in both vocational and general education settings (Putra et al., 2023), thus reinforcing its relevance for vocational English instruction.

In the specific context of this project, role-play played a pivotal role in creating a practical and engaging learning environment. By participating in role-play activities, students were able to simulate real-life scenarios highly relevant to their future careers in the hospitality industry, such as customer-service interactions, making reservations, or handling guest complaints. This not only significantly increased the relevance of the language being taught but also ensured direct alignment with the professional communication skills needed in the students' vocational field (Hasan & Musfiroh, 2020). The method provided an invaluable opportunity for students to practice English in contexts that closely mirrored real-world professional situations, thereby boosting both motivation and overall student engagement (Yuliana & Sukardi, 2022). The positive perceptions reported in the project's reflection results further corroborate this, with more than 54.5% of students agreeing or strongly agreeing that the role-play method was engaging (Table 1). Moreover, students' qualitative comments such as *"practical," "fun and enjoyable,"* and *"more interactive and communicative"* provide additional evidence of the method's impact on fostering a stimulating learning environment.

Despite these notable benefits, several challenges arose during the implementation of role-play in this project. One significant challenge was student reluctance at the initial stages, particularly among those who lacked confidence in speaking English. Many students initially

felt uncomfortable engaging in role-play activities, driven by fears of making mistakes or being ridiculed by their peers. Interestingly, this initial hesitation was also reflected in the early neutral responses captured in the questionnaire, where 39.4% of students selected “Neutral” for their level of engagement with the method (Table 1). To effectively address this, the facilitators provided structured guidance and gradually introduced role-play activities in simpler, less intimidating formats. This incremental approach successfully allowed students to gradually build confidence and become more comfortable with speaking English in front of their classmates.

Another notable challenge was the variation in students' proficiency levels. Some students possessed more advanced speaking skills, while others struggled with even basic communication. To accommodate these differences, the role-play activities were carefully designed with built-in flexibility, offering students opportunities to take on roles that matched their individual proficiency levels. Additionally, the facilitators worked closely with students in small groups to ensure that all learners received the necessary support. This personalized approach proved highly effective in ensuring that the role-play method remained accessible and beneficial for all students, regardless of their starting point. The students' own reflections supported this, with suggestions for improvement including requests for discipline-specific content, more varied dialogue, and longer practice sessions – valuable feedback that points to students' evolving confidence and readiness for deeper engagement.

On the positive side, the benefits of using role-play in this project were readily apparent. One of the most significant gains observed was the marked improvement in students' speaking confidence. As the project progressed, students became noticeably more comfortable using English in interactive, real-life situations, which in turn translated into improved fluency and accuracy. This growth in confidence was explicitly echoed in qualitative feedback, with students noting they “*felt more confident speaking English*” and appreciated practicing “*using English in everyday situations.*” Additionally, role-play fostered a collaborative and supportive learning environment, as students worked in pairs or small groups to enact their roles. This collaborative framework promoted peer learning and helped students overcome their initial fears of speaking in public, a shift also supported by students' reflections citing the method as “*interactive*” and “*helpful for practicing speaking with others.*”

Moreover, role-play enabled students to experiment with language in a low-pressure environment, where they received immediate feedback from both peers and instructors. This valuable feedback loop consistently reinforced learning and provided students with actionable insights on how they could further enhance their language skills (Sari & Wijayanti, 2022). The method also proved to be an effective avenue for practicing key pragmatic aspects of communication, such as turn-taking, seeking clarification, and managing conversations within professional contexts. Furthermore, students reported learning new vocabulary and communication strategies through the role-play activities, as captured in qualitative responses such as “*I gained new vocabulary*” and “*I learned how to communicate in English with friends.*”

In summary, role-play proved to be an engaging, effective, and versatile method for improving English speaking skills within this community service project. While challenges such as student reluctance and varying proficiency levels were encountered, these were effectively mitigated through structured guidance, gradual implementation, and tailored instructional activities. The positive outcomes of the project—such as increased student confidence, enhanced fluency, stronger collaboration, and richer communicative competence—align well with recent empirical findings in the literature. Furthermore, the

students' own reflections, both quantitative and qualitative, provided compelling, project-specific evidence of the method's success and impact. Recent research consistently supports role-play as an indispensable component of modern language pedagogy, particularly in vocational education contexts where practical communication skills are paramount (Wulandari & Astuti, 2023; Putra et al., 2023). Moving forward, future implementations may consider expanding the variety of role-play scenarios, integrating more industry-specific dialogues, and extending practice durations to further strengthen the alignment between classroom learning and professional communication demands – as also suggested by the students' valuable feedback.

5. Conclusion

The role-play method has been clearly demonstrated as a highly effective and engaging pedagogical strategy within communicative language teaching, particularly in enhancing speaking skills among vocational students. By enabling learners to simulate real-life communication scenarios, role-play promotes active participation, strengthens learner confidence, and fosters practical language use. The positive outcomes observed in this project—including improved fluency, pragmatic competence, and collaboration—strongly align with empirical evidence supporting role-play's capacity to bridge the gap between theoretical knowledge and real-world communication needs. Furthermore, both quantitative and qualitative feedback from the students at SMKN 1 Majene underscores the method's impact. As reflected in the evaluation results, 54.5% of students found the role-play method engaging, 75.8% agreed that the instructional materials were clear and easy to understand, and 78.1% acknowledged the effectiveness of the PkM team's explanations. Additionally, qualitative feedback highlighted increased enjoyment, confidence in speaking, vocabulary acquisition, and readiness to use English in practical contexts.

Considering these encouraging findings, several recommendations are proposed to further enhance English language teaching practices at SMKN 1 Majene. First, it is advisable for English teachers to diversify their instructional approaches by integrating more interactive, student-centered methods that foster greater engagement and active learning. Second, there should be an increased emphasis on speaking practice within English lessons, moving beyond an over-reliance on grammar instruction to better cultivate students' communicative competence. Finally, it is strongly recommended that the communicative approach, with structured role-play activities, be more systematically adopted as a core component of English instruction.

This approach offers students authentic opportunities to practice English in meaningful, real-world contexts, thereby further enhancing their motivation and preparedness for professional communication demands. Building on the success of this initiative, it is hoped that future community service projects and school-based programs will continue to expand and refine the role-play method, ensuring that all students—across varying proficiency levels—can benefit from this dynamic and empowering approach to improving their speaking skills.

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