



SNAP TO READ

THE IMPLEMENTATION OF ROLE-PLAY IN TEACHING SPEAKING FOR EFL LEARNERS

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First received: December 6, 2023

Final proof received: November 8, 2024

Abstract:

English learners often experience a lack of motivation, particularly when it comes to speaking, due to perceived difficulties and a sense of indifference towards the subject. This study examines the potential of role-play as an instructional strategy to boost student motivation, increase their interest in English, and ultimately improve their speaking performance. They may have a lot of difficulties, which make them unmotivated. To address these issues, teachers need to develop effective strategies that not only improve students' speaking abilities but also motivate them. One such strategy is the use of role-play, which has shown promise in enhancing both student engagement and language proficiency. This research is descriptive qualitative using instruments consisting of observation, tests, and responses using relevant theories. Through a structured six-step process, the study demonstrates how role-play can significantly increase students' interest in English and improve their speaking performance. The results show that the use of role-play can motivate students to be interested in learning Speaking English, and increase students score.

Keywords: *Speaking skill, Role-play, Student Interest.*

INTRODUCTION

English is an international language that is used by almost everyone in the world to communicate. So it's no wonder that so many students are

interested in learning the language. To learn English, you need to know the four skills, namely Listening, Speaking, Reading and Writing, where all of these skills are interrelated with one another. In learning English, to find out whether someone can use English or not is usually seen from the ability and how that person can speak English. This shows that speaking skill is one of the most important skills to learn and master. According to Hardiyanto (2018) Speaking is an important part of the learning process in teaching English as a foreign language. It is supported by Chaney in Tridianti (2019) states that, speaking is the process of interaction between two or more people which involves producing, receiving, and processing information. Based on the explanation above, we can see that speaking skills are very important to learn, when students already have speaking skills they will find it easier to communicate as well as producing, receiving, and processing information.

With English lessons, students can increase their knowledge of other languages. However, sometimes there are still many students who have difficulties because English is a foreign language which students have never used in their daily activities, so it is quite difficult to learn and practice. Therefore, this is often the cause of students becoming less interested and not liking English lessons. To overcome this, educators certainly need strategies in teaching English so that students are more interested in learning English, especially in their speaking skills. In this case, the researchers uses a learning strategy by using role-play in learning activities. Role-play is a quite interesting learning strategy, in which the teacher uses role-playing as a reference for students to express themselves about a condition and situation using English. According to Alabsi (2016) The process of role play will help and increase the students' understanding of the words and how to use the words in a real-world context. Based on this explanation, we can conclude that the role-play strategy will be able to help students improve their ability to communicate in English, increase their understanding of an English sentence and understand how to use each English word in the context of real life.

Some researchers also apply role-play in learning speaking, such

as Seltzer (2019) describes literacy activities that take place in grade 11 English arts classes: role play made by students. In his analysis, the author show that students creatively represent their struggles with racial-linguistic ideology, and encourage students through multilingual, multimodal texts, writing assignments, and activities such as role-plays so that they can also understand ideology from their actions and conversations. Sansanwal (2014), his research examines themes that aim to find associations of pretend play with creativity and how pretend play predicts creativity in later life. The results of this study indicate that creativity develops but has periods of slowness and acceleration from childhood to adolescence. Girls are more likely to engage in realistic role-play than boys their age in preschool. It can be argued that girls outperform boys in verbal tasks and creative fluency in early adolescence. And Negara (2021) examines the understanding of the roleplay method, the procedure for applying the roleplay method, and the impact of the roleplay method especially in improving students' speaking skills. Based on the results of the study it was found that the roleplay method can improve students' speaking skills, increase self-confidence, cooperation between students, and make the learning atmosphere fun and interesting.

Based on some of the previous studies above which have shown the existence of several types of role playing strategies, and the level of success obtained. The researcher formulates and compresses several stages of the strategy so that this research uses a role playing strategy by going through six steps, where the first step is 1showing the video to students, 2explaining the material based on the video, 3giving the model text, 4assigning the students to arrange the dialog, 5giving the time for rehearsal, 6role-playing the dialogue. Through this strategy the researchers conducted this research with the aim of analyzing whether the implementation of the role-play strategy with six steps in English speaking learning activities for EFL learners can improve speaking skills and attract students' interest in learning English again. The findings in this study can be useful for students when carrying out learning activities with role-play, where the application of teaching strategies in

this study can help English teachers to design learning activities needed in English speaking classes.

METHOD

This research is a type of qualitative descriptive research. According to Sugiyono (2016:9) descriptive qualitative method is research that uses examine the condition of natural objects where the researchers is the key instrument by using data collection techniques that are carried out by trigulation (combined) where the research results obtained were emphasized rather than generalized. The researchers uses this method because the research conducted requires analysis and collection of appropriate data and results. The researchers make direct observations to collect and analyse data objectively.

This research was conducted through peer teaching conducted by seventh semester English Education students at PGRI Wiranegara University who had been set as junior high school students as research subjects in this study. In collecting data, the researchers used two research instruments namely:

Observation

According to Sugiyono (2018: 229), observation is a data collection technique that has specific characteristics when compared to other techniques, Arikunto (2013) also explains that observation is a data collection technique that is carried out by conducting careful research and recording carefully systematic. Based on this explanation, it can be concluded that observation is a data collection technique that is carried out specifically and carefully in order to obtain data recorded systematically. The researchers used participatory observation which was carried out by directly observing respondents who were taught English in class using the role-play method. This participatory is a 7th semester student who takes part in practice for PLP assignments. A group is set as junior high school students with researchers as educators who practice the method in the learning process.

Test

According to Alhamid, et, al (2019), Test is a series of questions, worksheets, or something that is used to verify and find out the knowledge, skills, talents, and abilities of research subjects. In this study, the researchers designed a test on the first day by assigning research subjects who had been divided into two groups to make conversations in the Agree & Disagreement material which had been divided into two topics (Team A: Trash Problem at School, Team B: Beach or Mountain) and on the second day, the researchers chose the topic The Expression of Congratulation, hope, and wish. Where in the assignment sessions on the first and second days, the researchers gave assignments by sharing different situations in each group that they had to turn into a conversation, then the researchers gave them time to prepare roleplay performances according to the situations they had gotten.

The observations the researchers made during 2 meetings, the researchers observed the subjects who were students that would be taught by applying the role-play method to their learning. Regarding learning procedures with role play strategies, there are several researchers who explain the procedures for implementing role playing, and each of them has several different steps. Seeing from several studies that apply role-play strategies, the researchers concludes by using 6 steps in applying role-play to learning speaking. The steps are; 1 Showing video to the students, 2 explaining the material based on the video, 3 giving the model text, 4 assigning the students to arrange the dialog, 5 giving the time for rehearsal, 6 role-playing the dialogue.

Data collection procedure:

In this study, researchers have taken several steps to obtain the necessary data. First, the researchers conducted participatory observations, where the researchers teaches and also observes students while receiving learning by using a role-play strategy. Second, to find out students' abilities data, the researchers gave assignments to students by grouping students to make dialogues from the topics that the researchers had given to perform

role-plays in front of the class. The researchers use an assessment rubric to collect assessment data. Third, the researchers evaluating the lesson by asking some questions in closing activity of the lesson. After the data that the researchers need have been collected, the researchers drew conclusions by linking data and theory where researchers got the truth saying that using the roleplay method in learning can attract students' interest in learning, and make the learning atmosphere more lively, and increase student scores.

Data analysis

The data were analyzed to answer the research problems as stated in the problem of the research. The researchers analyzed data from, Observations, Test, results of comparison of the learning outcomes of researchers with the assessment of collaborator lecturers.

In analyzing the data, the researchers collected the results of observations starting from the development of attitudes, and how students were in the learning process. The researchers also collected the results of the tests during 2 meetings carried out by students in groups, then assessed them according to predetermined criteria, and concluded the results qualitatively. Data on student assignment scores have been analyzed and transferred into tables. After that, the researcher explained in detail the results of the finding. The concluding data is in the form of descriptive data, which explains the results of the research in a systematic and detailed manner.

FINDINGS AND DISCUSSION

The data taken from the observation shows that the students had a fairly good response during the learning process. The strategy used by the researchers in teaching could be said to be running smoothly according to the lesson plan. The responses shown by the students were quite responsive when the researchers asked several questions regarding the material that had been explained through the power point slides and was able to answer several questions from the researcher's statement regarding the sample video conversation that contained the material. However, during the assignment

session in making a conversation where the topic had been shared by the researchers, students needed a little time to think about what conversational concepts they would make from each of these topics, so it took quite a long time.

On the other hand, students also experience some difficulties when doing role-play practice as explained by previous researchers, namely presenting role-play as if students are actually experiencing it or in that situation in front of the class without bringing a script or text and reading. During this performance session, students apparently had difficulty memorizing texts in English, so that made students not confident when they came to the front of the class and there were some students who brought or used cheat sheets. The results of observations at the second meeting had different results from the meeting on the first day where the researcher gave different teaching than before by giving a brief explanation but also giving lots of examples of role-play conversations and practicing together to make students more enthusiastic and easier to understand the contents of the conversation that has been read.

In addition, in the session of giving examples of cartoon role-play conversations in the form of videos, students listened very well and had a good understanding of the discussion of role-play in the video. In the assignment session, students also have a very good understanding, where they can understand the situation that the researchers gives and they have no difficulty in making role-play conversations according to the topics they get. When students practice role-play in front of the class, many students already have self-confidence, where they are no longer shy in expression and are able to come to the front of the class to do role-play by memorizing role-play dialogues. To test students' understanding of the role-play that their friends had performed, the researcher gave several questions to students who had not performed, and some students managed to answer, but there was one student who could not answer because he was not paying attention and was not concentrating while their friends were performing. After the teaching

was finished, the researcher reviewed the learning that had been carried out, the students swiftly and enthusiastically answered all questions from the researchers and this showed that they had a very good understanding of the material that had been discussed with the Role-play strategy. To find out the impressions and feelings of students during learning using the role-play strategy, the researchers asked some questions in which students answered that the role-play learning strategy made students feel fun, challenged, enthusiastic and increased their confidence in using English. This explanation is in accordance with the results of previous research where According to Aulia (2019) the role-play strategy has a good impact on students where students can learn speaking in a fun way, makes students more confident and trains students to speak English fluently.

The second data that the researchers got was the results of the speaking test through role-play assignments. The researchers conducted a role-play assessment using the assessment rubric below:

Table 1. Students Scores in First Meeting

No.	CRITERIA	SCORE	RESULTS				
			Kel.1	Kel.2	Kel.3	Kel.4	Kel.5
1.	Being serious and not joking around during the role-play performance in front of the class	5-20	15	15	17	17	13
2.	Expressions that fit the dialogue/story	5-20	17	15	15	15	11
3.	The contents of the script/core of the role-play story are in accordance with the situation found	5-20	20	20	20	20	20
4.	Pronunciation/ articulation is clear and understandable to the audience	5-20	15	15	13	11	16

5.	The intonation can be heard clearly by the entire audience	5-20	15	15	15	15	15
TOTAL SCORE:			82	80	80	78	75

Table 2. Students Scores in Second Meeting

No.	CRITERIA	SCORE	RESULTS				
			Kel.1	Kel.2	Kel.3	Kel.4	Kel.5
1.	Being serious and not joking around during the role-play performance in front of the class	5-20	18	17	19	18	19
2.	Expressions that fit the dialogue/story	5-20	20	19	18	19	20
3.	The contents of the script/core of the role-play story are in accordance with the situation found	5-20	20	20	20	20	20
4.	Pronunciation/ articulation is clear and understandable to the audience	5-20	17	18	19	18	20
5.	The intonation can be heard clearly by the entire audience	5-20	20	18	17	18	17
TOTAL SCORE:			95	92	93	93	96

By using the assessment rubric above, the researchers focused on 5 aspects of students' performance in role-play. The researchers focused on the seriousness of the students when performing, focused on the appropriateness of the students' expressions on the dialogue, the suitability of the contents of the story with the situations they got, the accuracy of the students' pronunciation and intonation when performing. Based on the results of the assessment above, it shows that at the first meeting group 1 got a score of 82, group 2 with 80, group 3: 80, group 4: 78, group 5: 75. At the second

meeting, there was an increase in each group to: following group is the average result of the performance at the first and second meetings: group 1 gets a score of 95, group 2 with 92, group 3: 93, group 4: 93, group 5: 96.

Based on the results of the speaking test in the form of a role-performing assignment playing in front of the class, shows that using role-play strategies in learning makes speaking skills increase, it can be seen from the comparison of the scores in the second meeting which experienced an increase from the first meeting. For the last data, what researchers have received is data from collaborators, namely supervisors who are assessors of peer teaching during two meetings. The role of the collaborator here is someone who monitors and assesses during the implementation of learning activities using the role-play method. The supervisor is one of the English lecturer who guides and monitors the course of the research. The results of the assessment that the researchers got were quite good because the researchers was able to teach in an interesting way, had sufficient self-confidence and made students enthusiastic during learning activities. So it can be concluded that using the role-play method can improve speaking skills and attract students' interest in learning English. From that result, it can be seen that the result are not much different from the previous research, where in previous research also using the role-play method in learning speaking succeeded in increasing students' interest and value in learning English, especially speaking skill. In this research, the researchers give opinion that using interesting method in learning is needed by a teacher to attract students' interest in learning as well as improve students' abilities.

CONCLUSION

Designing learning activities is a very important thing that must be considered by every teacher, interesting learning activities can make students feel enthusiastic in English classroom learning activities. Therefore, English teachers need to design interesting learning activities to increase students' interest in learning English. In this study, the researchers found that through

the role-play strategy the students' speaking scores increase. The students are more confident to speak and express themselves using English. What's more, students also said that with the role-play strategy they felt excited because they were challenged to try and practice speaking English in front of the class. Hence, the researchers can conclude that through interesting learning strategies which are in accordance with the needs of students will make students feel interested to learn without fear and lack of confidence to try something they consider difficult. In short, role-play strategy can be carried out in the teaching speaking.

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