

Role Play Activities: An Innovative Approach to Teaching Speaking Skills in An EFL Classroom Language Center

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ABSTRACT

Encouraging students to speak during class activities is an effective strategy to enhance their acquisition of the target language. Activities that relate to real-life situations such as role-playing, debates and simulations provide substantial practice and practice and allow students to not only learn phrases, but also learn how to communicate in a variety of circumstances. Recent research reveals that students who take part in learning using role-playing activities improve significantly in speaking competence. Therefore, the aim of this research is to investigate how role-playing activities in EFL in Language Center 1 speaking classes can be an innovative approach in improving students' speaking skills. A total of 17 Language Center 1 speaking students were involved in this research. The main purpose of selecting students as research participants was because of their low English language skills based on the pre-test results. The instruments used in this research were observation checklists and questionnaires. All findings were tabulated and analyzed qualitatively (observation checklist) and quantitatively (questionnaire). From the analysis carried out, it appears that students experienced positive improvements, especially in fluency, understanding, context and interactive communication. In addition, students felt that role playing activities had a positive impact on their English language skills as obtained from the results of the questionnaire. Thus, it can be concluded that role playing activities do have a positive impact on students' English language skills.

Keywords: Role playing activities, English speaking skills, EFL, fluency, understanding, context, interactive communication

INTRODUCTION

English as a Foreign Language (EFL) is the term used to describe the study of English by non- native speakers in countries where English is not the dominant language. This is not to be confused with English as a Second Language (ESL), which is the practice of learning English in a predominantly English-speaking country. The difference between ESL and EFL is that ESL is based on the premise that English is the language of the community and the school and that students have access to English models, while EFL is usually learned in environments where the language of the community and the school is not English.

The study of EFL is important because it allows non-native speakers to communicate effectively in English, which is a global language used in business, education, and other fields. EFL learners face unique challenges when learning English, such as differences in pronunciation, grammar, and vocabulary, as well as cultural differences. Teachers of

EFL must be aware of these challenges and use effective teaching strategies to help their students overcome them.

One innovative approach to teaching speaking skills in an EFL classroom is through the use of role-play activities. Role-play activities can help students improve their speaking skills by providing them with opportunities to practice speaking in a variety of contexts. The study conducted by Nurhamimi Togimin and Haliza Jaafar found that role-play had a significant effect on the establishment of positive interaction with both high and low speaking confidence participants in the experimental group. The study found that role-play activities improved students' speaking skills, particularly in fluency, comprehension, context, and interactive communication.

EFL is an important field of study that allows non-native speakers to communicate effectively in English. EFL learners face unique challenges when learning English, and teachers of EFL must be aware of these challenges and use effective teaching strategies to help their students overcome them. Role-play activities are an innovative approach to teaching speaking skills in an EFL classroom and have been shown to be effective in improving students' speaking skills.

Role-play activities can be used to teach various aspects of speaking skills, such as fluency, comprehension, context, and interactive communication. The study conducted by Nurhamimi Togimin and Haliza Jaafar found that role-play activities had a significant effect on the establishment of positive interaction with both high and low speaking confidence participants in the experimental group. The study used a quantitative methodology to measure the effectiveness of role-play activities in improving students' speaking skills. The purpose of the study was to investigate how role-play activities in an ESL classroom can be an innovative approach in improving students' speaking skill. The results of the study showed that role-play activities improved students' speaking skills, particularly in fluency, comprehension, context, and interactive communication. The discussion section of the article provides an in-depth analysis of the results and their implications for teaching speaking skills in ESL classrooms. The authors conclude that role-play activities are an effective and innovative approach to teaching speaking skills in ESL classrooms.

METHODOLOGY

This research was conducted to examine how role-playing activities in ESL classes impact students' speaking skills. Mixed methods were chosen as the research design for this study because this method strengthens the power of the research and provides valid answers to research questions beyond the

limitations of a single method (Christine, 2004). Qualitative data was collected through observation, while quantitative data was collected through questionnaires. The observation checklist aims to identify the level of students' speaking skills during the pre-test and post-test sessions.

It is divided into four different components that analyze the student's speaking ability, namely:

- i) Fluency, contains three items that assess students' ability to speak fluently during role- playing activities,
- ii) Comprehension, contains items that observe students' ability to generate ideas through input (key cards) given at the beginning of speaking activities,
- iii) Context, contains five items that look at students' ability to carry out oral communication according to the given setting and situation, and
- iv) Interactive Communication, contains three items that look at students' ability to maintain and maintain communication during role-playing activities.

FINDINGS AND DISCUSSION

From the results of observations and questionnaires, the findings show that role playing influences and improves students' speaking skills, especially in terms of fluency, comprehension, context and interactive abilities. Based on the results obtained from the observation checklist, overall, there was good achievement in students' speaking skills in the post-test role play compared to the pre-test role play, and this improvement in the post-test test, and therefore shows that speaking skills are improved through role-playing (Ayuningtias et al, 2019).

The questionnaire was the second instrument used in this study to investigate how students perceive the impact of role-playing on their speaking skills. Based on the findings obtained, it can be concluded that students have positive reactions to role playing and the majority of respondents agree (Strongly Agree and Agree) with the items in the questionnaire. some asked whether respondents felt an improvement in their speaking skills after the role- play session. All respondents agreed and none stated they disagreed (Strongly Disagree and Disagree) with this statement. Therefore, this further validates the findings gathered in the observation list that the respondents also have similarities in playing roles in influencing and improving their speaking skills.



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Abstract

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CONCLUSION

Overall, this research focuses on the influence of role playing on students' English language skills. Research shows that role playing does improve speaking skills in terms of fluency, comprehension, context and interactive communication among students. These findings also show and support Aristy et al. (2019) that role-playing games offer the potential to develop knowledge and knowledge of the target language, as well as growing students' self- confidence.

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