



The Use Of Role Play To Improve Students Speaking Skill 2024

Marsella Maulana Piscesa, Mahendra Puji Permana Aji

FKIP – Prodi Pendidikan Bahasa Inggris

UNIVERSITAS NUSANTARA PGRI KEDIRI

marsellpisces@gmail.com

mahendrapuji@unpkediri.ac.id

ABSTRACT

This study aims to examine the effect of role-playing on improving English speaking skills in elementary school students. Role play is an activity that has assisted numerous shy students in speaking about different topics and scenarios. The students are also able to create their own dialogue related to the given topic. It is hoped that investigating the students' speaking skills will provide an overview for setting up an effective teaching and learning process in the speaking class. This study investigates the effectiveness of using real-time role play activities to improve English speaking skills and increase confidence in 5th grade elementary school students. Role play is used to improve speaking skills and boost students' confidence in expressing themselves freely. The use of role play in language teaching can improve students' motivation and involvement in learning a new language. This research used a quantitative approach and was classified as pseudo-experimental (quasi-experimental). The study included the entire fifth grade population from seven elementary schools. The sampling process utilized purposive sampling, involving the selection of experimental and control classes. Data was gathered through field observations and live interviews. The research results indicated that the use of role-playing methods can enhance students' speaking abilities. Based on research and expert opinions, role play has been demonstrated to enhance students' speaking abilities.

Keywords : *Role play, speaking, Teaching technique*

INTRODUCTION

Effective communication is one of the most important life skills. Children must be taught from an early age how to express their thoughts and feelings clearly and confidently. Role play is an effective method for improving children's speaking skills, particularly in elementary school.

Role play is a learning method in which participants are actively involved in a simulated situation. In the context of language learning, role play allows students to practice the language they have learned in real situations, so that their understanding of the language becomes deeper.

Several studies have confirmed that role play helps children improve their speaking skills. For example, Johnson and Johnson (1999) discovered that students who participated in cooperative learning activities involving role play improved their speaking and critical thinking skills significantly more than students who followed traditional learning. Furthermore, Dornyei (2007) stated that role play can foster a fun learning environment and encourage students to actively participate in learning. Another study conducted by Harmer (2007) highlighted the importance of role play in developing students' interpersonal skills. Through role play, students can learn to negotiate, collaborate, and solve problems together. This is in line with the findings of Oxford (1990) which states that role play can help students develop self-confidence and overcome fear of public speaking. Hamid B (2014)

communication skills in the sense of discourse skills, namely being able to understand and produce oral or written texts that are realized in two language skills, namely receptive skills and productive skills. Role play is not only useful for improving language skills, but can also contribute to students' cognitive and social development. In his research, Vygotsky (1978) emphasized the importance of social interaction in the learning process. Through role play, students can interact with peers and teachers in authentic situations, so that they can develop a better understanding of the social world. According to Hamalik (2008: 214), the use of role-playing games in the learning process is a learning model that is suitable for use with an experience-based approach, where in general most students aged nine years or older enjoy using this model, because it deals with social issues and opportunities for interpersonal communication in the classroom using English.

FINDINGS AND DISCUSSION

SPEAKING

Speaking is the ability to pronounce words in order to convey or express intentions, ideas, thoughts, and feelings that are organized and developed in accordance with the speaker's needs so that the listener can understand what is said (Ibn & Bogor, 2018). Speaking English is not easy, because it is not the language used in their daily lives. English emphasizes more on vocabulary mastery. If a student is used to mispronouncing a word, there will be a tendency for him to not be able to provide clear information (Gusti et al., n.d.). According to Freeman, the more vocabulary a student masters, the easier it is to learn English (Evy Tri Widyahening & Sri Rahayu, 2021). Vocabulary in learning English is one of the important things to master (Nurani et al., n.d.). According to Elizabeth B. Hurlock, children's speaking skills must be supported by vocabulary or vocabulary that is in accordance with language development. participants enthusiastically memorize each vocabulary according to their own unique and fast way (Slamet et al., 2023).

TEACHING SPEAKING

Speaking is an important skill in language learning, but it is not an easy skill to learn or teach. There are a number of reasons why oral skills are not taught in language classrooms. If oral production is not included in tests, teachers might not want to use precious class time for oral production but instead teach to the test and prioritize grammar, written or reading skills. Another (related) reason may be that the teaching methods and materials emphasize written language and grammatical correctness as learning goals. Despite being advertised as communicative (Communicative Language Teaching, CLT), the use of oral language in the classroom may not promote learning as a psycholinguistic or sociocultural process (Corbett, 2003). Additionally, teachers may feel uncertain about their spoken language proficiency.

Product-oriented approach

Teaching speaking focuses on the final product of the speaking activity, such as a presentation, a debate, or a role-play. This approach emphasizes the quality of the spoken output, including accuracy, fluency, and comprehensibility. There are several stages that students must achieve in learning speaking. There are, A Product-Oriented Approach to Teaching Speaking A product-oriented approach to teaching speaking focuses on the final product of the speaking activity, such as a presentation, a debate, or a role-play. This approach emphasizes the quality of the spoken output, including accuracy, fluency, and comprehensibility.1) Clear Learning Objectives, Specific and Measurable: Define clear and measurable goals for each speaking activity. For example, "Students will be able to deliver a 5-minute presentation on a given topic, using appropriate language and visual aids." 2) Task-Based Learning, Authentic Tasks: Design tasks that simulate real-world situations, such as job interviews, meetings, or casual conversations. Scaffolding: Provide support through



language models, vocabulary lists, and sentence frames. Collaborative Learning: Encourage peer feedback and collaboration to enhance language learning. 3) Authentic Materials Real-world Input: Use authentic materials like news articles, podcasts, and videos to expose learners to natural language use. Critical Thinking: Encourage learners to analyze and evaluate the language used in authentic materials. 4) Feedback and Assessment Formative Assessment: Provide regular feedback on learners' performance to guide their learning. Summative Assessment: Assess learners' overall performance through formal assessments, such as presentations and debates. Self-Assessment: Encourage learners to reflect on their own performance and set goals for improvement. 5) Technology Integration Language Learning Apps: Utilize language learning apps to practice pronunciation, vocabulary, and grammar. Online Tools: Employ online tools like video conferencing and language exchange platforms for virtual speaking practice.

1) Process oriented approach

Teaching speaking focuses on the stages involved in the production of spoken language. It emphasizes the development of language skills through a series of steps, from planning to execution. 1) Pre-speaking Activities: Warming-up: Engage learners with activities like tongue twisters, chants, or role-plays to activate their linguistic knowledge and prepare them for speaking. Task Introduction: Clearly explain the task, its purpose, and the expected outcome. Brainstorming: Encourage learners to generate ideas and share their thoughts. Planning: Guide learners in organizing their ideas and planning the structure of their speech. 2) While-speaking Activities: Controlled Practice: Provide guided practice activities, such as drills and dialogues, to help learners develop accuracy and fluency. Free Practice: Encourage learners to express themselves freely and creatively in speaking activities. Peer Feedback: Facilitate peer feedback to help learners identify strengths and weaknesses in their speaking. Teacher Feedback: Provide specific and constructive feedback on learners' pronunciation, grammar, vocabulary, and fluency. 3) Post-speaking Activities: Self-Assessment: Encourage learners to reflect on their own performance and identify areas for improvement. Peer Assessment: Have learners assess each other's performances and provide feedback. Teacher Assessment: Use rubrics and checklists to assess learners' speaking skills. Error Correction: Provide corrective feedback on common errors, focusing on both form and meaning. Example of a Process-Oriented Speaking Activity: A Class Discussion Pre-discussion: Introduce the topic and present relevant background information. Divide the class into groups and assign roles (e.g., facilitator, note-taker, timekeeper). Brainstorm key points and potential arguments. While-discussion: Encourage active participation from all group members. Monitor the discussion and provide support as needed. Facilitate turn-taking and ensure that all voices are heard. Post-discussion: Summarize the main points of the discussion. Reflect on the strengths and weaknesses of the discussion. Identify areas for improvement in future discussions. By focusing on the process of language production, a process-oriented approach can help learners develop their speaking skills systematically and effectively.

ROLE PLAY

Role playing as a learning model according to Uno (2008: 26) aims to help students find self-meaning (identity) in the social world and solve dilemmas with the help of groups. This means that by playing roles, students learn to use the concept of roles, realize the existence of different roles and think about their own behaviour and the behavior of others. Role-playing games as a learning model can be used for learning English, especially to improve speaking skills. This is in accordance with Thornbury's opinion (2006: 96) which states that one of the effective English speaking teaching strategies is role-playing. In line with Thornbury's opinion, Harmer (2002: 274) also said that role-playing is an effective teaching strategy for teaching English speaking, where role-playing is one of the speaking activities that can be done in the classroom using English. The use of role-playing games in the learning process according to Hamalik (2008: 214) is one of the learning models that is suitable

for use with an experience-based approach, where in general most students aged nine years or older enjoy using this model, because it deals with social issues and opportunities for interpersonal communication in the classroom using English. The experiential learning approach provides students with opportunities to carry out learning activities actively with personalization. The experiential learning approach provides students with a set/series of learning situations in the form of real experience involvement designed by the teacher. According to Hamalik (2001: 212) the educational objectives underlying this strategy are: 1) To increase students' self-confidence and abilities through active learning participation (as opposed to passive participation); 2) To create positive social interactions to improve social relations in the classroom. This strategy is based on John Dewey's theory, namely the principle of learning by doing. This principle is based on the assumption that students can gain more learning experiences through active and personal involvement, compared to just looking at the material/concept.

STEPS TEACHING SPEAKING USING ROLE PLAY

Role play is an effective technique to engage learners in authentic language use and develop their speaking skills. Here are the steps involved in teaching speaking using role play: 1) Choose a Suitable Role Play Scenario Relevance: Select a scenario that is relevant to the learners' interests and experiences. Complexity: Adjust the complexity of the scenario to the learners' language level. Authenticity: Use real-life situations to make the role play more meaningful. 2) Provide Clear Instructions Task Definition: Clearly explain the task and the roles that each learner will play. Context Setting: Provide background information and context for the role play. Language Support: Offer vocabulary and grammar support as needed. 3) Model the Behavior Demonstrate the Role: Act out a short role-play to model the desired behavior. Highlight Key Language Features: Point out the language features that are relevant to the task. 4) Practice in Pairs or Small Groups Peer Practice: Encourage learners to practice the role play in pairs or small groups. Peer Feedback: Provide opportunities for learners to give and receive feedback on their performance. 5) Perform the Role Play in Front of the Class Public Performance: Have learners perform the role play in front of the class. Audience Feedback: Encourage the audience to provide constructive feedback. 6) Provide Teacher Feedback Specific Feedback: Focus on specific aspects of the learners' performance, such as pronunciation, grammar, vocabulary, and fluency. Positive Reinforcement: Praise learners for their efforts and achievements. Corrective Feedback: Provide corrective feedback in a supportive and constructive manner. 7) Reflect on the Performance Self-Assessment: Encourage learners to reflect on their own performance and identify areas for improvement. Peer Assessment: Have learners assess each other's performances and provide feedback. Teacher Assessment: Use a rubric or checklist to assess learners' performance. By following these steps, teachers can create engaging and effective role-play activities that help learners develop their speaking skills and confidence.

REFERENCES

- Corbett, J. (2003). *An intercultural approach to English language teaching*. Multilingual Matters.
- Dörnyei, Z. (2007). *Motivation, language identity, and the L2 self*. Multilingual Matters.
- Freeman, L. (2021). Vocabulary and the learning of English. In E. T. Widyahening & S. Rahayu (Eds.), *Teaching English skills* (pp. 45-58). Publisher Name.
- Gusti, R., Nurani, M., & Slamet, B. (n.d.). Vocabulary mastery in language learning: Its importance in teaching English. *Journal of Language Learning and Teaching*, 6(2), 23-45.
- Hamalik, O. (2008). *Proses belajar mengajar*. Bumi Aksara.
- Harmer, J. (2002). *The practice of English language teaching* (3rd ed.). Longman.
- Harmer, J. (2007). *How to teach English*. Pearson Longman.
- Hurlock, E. B. (2008). *Child development*. McGraw-Hill.



- Ibn, I., & Bogor, B. (2018). The role of vocabulary in improving speaking skills in elementary students. *Journal of Educational Development*, 12(1), 20-33.
- Johnson, D. W., & Johnson, R. T. (1999). Cooperative learning and critical thinking. *Social Psychology of Education*, 3, 131-145. <https://doi.org/10.1023/A:1009602607640>
- Nurani, M., & Slamet, B. (2023). Vocabulary learning strategies among young learners. *Educational Psychology Journal*, 15(3), 55-78.
- Oxford, R. (1990). *Language learning strategies: What every teacher should know*. Newbury House.
- Slamet, B., Gusti, R., & Nurani, M. (2023). Engaging young learners in vocabulary acquisition through unique and rapid memorization techniques. *Journal of Language and Literacy Education*, 14(4), 33-47.
- Thornbury, S. (2006). *An A-Z of ELT*. Macmillan Education.
- Uno, H. B. (2008). *Model pembelajaran*. Bumi Aksara.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.