

THE IMPLEMENTATION OF ROLE PLAY APPROACH IN TEACHING SPEAKING

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ABSTRACT

This study aims to look at some given theories and/or research on the use of role play method for teaching speaking skill and to upgrade the quality of teaching English to students that on some aspect was out of care. This study focus on the implementation of role play approach to foster the first grade of junior high school students because it can make them enjoy, fun, and absence of the stress in learning process. It is also very memorable. The Implementation of role play as one of active learning method will give positive impact to the success of teaching because it makes them enthusiastic. It is also found that the students are highly motivated and pleased learn the language by using this method in teaching speaking aspects of language. The procedure the application of role play approach in speaking class are as followings: Deciding material for discussing, selecting situation and creating dialogue text, teaching the dialogue, practicing the dialogue, modifying situation and dialogue, and presenting the dialogue in front of the class. Based on the research findings and experts' statements, it is found that role play is effective to enhance the students speaking skill.

Keywords: role play approach, teaching speaking

INTRODUCTION

Speaking skill is one of the basic skills in learning English which is important to be learned. Realizing that the important part of communication in this era is English, speaking skill is needed to be mastered by EFL learners. According to Luoma (2004), speaking skill becomes an important part in the curriculum which is applied in language teaching.

Many students have difficulties in mastering the speaking skill because they do not practice it frequently. Sometimes, the teacher only asks the students to read the dialogue whereas they need an interesting technique to stimulate them to speak in English. Besides, the students do not feel confident to speak in English.

Those difficulties also happened when the researcher did an observation in MTsN Pangkep. Therefore, the teachers should use one of an effective approach for their teaching that can give motivation to the students in learning to speak. Many students have not be able to speak English and they even felt strange seeing person spoken English in front of them even though the English words used were very common. This phenomenon is caused the English teacher do not create the English speaking atmosphere. They do not give chances to students to express their feeling by communicating to each other. They teach and explain the English phrases or daily speaking expression but they teach the students without giving a lot of time to practice. Consequently, the teacher should find another teaching approach to involve the students to practice because as Nation and Newton (2009) states that without opportunities to re-use and interconnect the language they have studied, learners' knowledge about language may never become the ability to use it. Conditions causes the students do not know how to use the expression in real life situation. So, the students' speaking ability will not be exposed and it will not become increasing. However, in the past few months the teachers at that school try to apply role play approach to stimulate student speaking English in order to make them comfortable of using it. According to Sellers (2002), role play is creative teaching technique in which people play the role of others. A role play becomes a fun teaching technique in learning to speak where the students play the role and act as someone else. By using role play the teachers should motivate learners to perform as best as possible, avoiding instructor's interference (Duxbury and Ling, 2010).

The researcher also considers a role play as a good approach to attract the students' attention in order to make them speak bravely. By using the role play, the students are expected to be motivated to speak in the class.

The researcher has formulated three research questions as follows:

1. How do the teachers perceive the role-play approach in teaching speaking?
2. How is the role-play implemented in teaching speaking?
3. How does the role-play approach impact the students speaking performance?

REVIEW OF RELATED LITERATURE

Some studies about speaking skill have been conducted by some researchers as follows:

Maria & Jhonny (2018) conducted a research entitled *The Influence of Implementing Role-Play as an Educational Technique on EFL Speaking Development* to explore the influence of implementing Role-Play as a technique in English class to boost EFL learners' speaking skill in Ecuador. They analyze the features of role play from its origin in Psychodrama and the teaching and learning approaches that support this technique as Task-Based Learning (TBLT), Cooperative Learning (CL), Communicative Learning Teaching (CLT), and English for Specific Purposes (ESP). Consequently, RP is an educational technique which exposes learners to experience in genuine situations to strengthen learners' abilities for communicating naturally and meaningfully with their peers about events of their daily routines and future professional environments.

Permatasari (2016) conducted a research entitled *The Implementation of Role Play to Improve Speaking Skill for Grade X Nursing Class of SMK Muhammadiyah 3 Klaten Tengah*. Based on the findings, it can be seen that having role play as one of the activities in the classroom, the students had better speaking skills because they had more opportunities to practice their English. Role play successfully attracts the students' interest and motivation to actively participate in the English classroom. They did not get bored because role play provides fun and enjoyable activities. Besides that, the activities in role play used some situation related to their future surrounding as a nurse, it made them like having a real conversation in a real situation, and felt like being another person which was in fact they were learning English in the classroom as a student.

Faqih (2017) conducted a research entitled *The Use of Role Play in Speaking Activities for the 8th Grade Students*. This research applied class action research method. Based on the result of analysis, this research showed that the use of role play in speaking activities helped the 8th grade students to increase their motivation in speaking English. The students showed some improvements in every cycle during the implementation of role play in the class. Therefore, a role play becomes an appropriate technique in speaking activities for increasing students' motivation to speak English.

Prayoga (2018) Conducted a research entitled *The Impact of Topic-Based Group Discussion on EFL Learners' Speaking Performance* to know the students' speaking performance after taught using topic-based group discussion. This research applied the pre-experimental design. The result of this research

showed that there was a significant improvement in the students' speaking skill after they were taught using topic-based group discussion technique. Their speaking skill improved and they become confident to speak English.

Krebt (2017) on his research entitled *The Effectiveness of Role Play Techniques in Teaching Speaking for EFL College Students* to investigate the effect of role-playing as a technique to enhance the Iraqi EFL students' speaking skill at the college level. This research applied the quasi-experimental design. The result of this research showed that role-play techniques afford an interesting atmosphere to students to participate actively in learning, made the students be brave to use English in their communication, and students' vocabulary also enhanced both experimental and control group but the enhancement of experimental group was greater than control class, even it was not significant.

Puspitorini (2018) on her research entitled *The Influence of Role Play on Student's English Speaking Skill at Ninth Grade* to investigate the influence of using role play as teaching technique in teaching speaking. This research applied quasi experimental research. The result of this research showed that the teaching speaking using role-play techniques influenced student's English Speaking Skill. Role play technique is supported to use in increasing students' English Speaking Skill. In accordance, learning through conventional technique has not given the well improvement in student's speaking ability, even they have spent more hours in their classes they still have low skill in speaking English because one of factors is the teaching technique, it is boring and does not vary.

Based on many researchers have been carried out in order to explore the effectiveness of role play technique in speaking, researcher needs to carried out the implementation of role play in order to prove the effectiveness of using this approach in increasing the students' speaking ability. Nevertheless, the role play technique used by the previous study needs to be adjusted to the present study. The study also aims to find out the effectiveness of role play in teaching speaking.

METHOD

This research is a descriptive qualitative research. This research was conducted at junior high school of MTsN Pangkep. The subject of this research is an English teacher and one class of seventh grade students consists of 25 students at MTsN Pangkep. The sample of the research is taken by using purposive sampling technique. To collect the data, the researcher uses interview guideline and questionnaire. In analyzing the data, the researcher uses descriptive analysis on the basis of the procedures as suggested by Miles et al. (2014) which consists of four steps of procedures namely: data collection, data condensation, data display, and conclusion drawing.

FINDINGS AND DISCUSSION

1. The teacher's perception towards the role play approach in teaching speaking

The results of the analysis show that the teacher is having a positive view about the implementation of role play during teaching in the class. Based on the result of interview it is found that the role play

activities are simple such making a dialogue and perform it in front of the class. The students can play a role of various characters such as police, doctors, teacher, pilot, waitress etc. By applying this approach in teaching English, students were not only practice their speaking skill but also train their creativity in making sentence.

In addition, this approach also improves students' creativity in using language. They can play the characters they want and choose the situation they are interest. They are also may bring their mood and expression in the dialogue. In other words, role play is an example of learning by doing in which the students were involved actively in activities where they can imagine themselves in a certain situation outside of classroom and sometimes playing the role of someone and using the language based on the context.

Based on the research finding above, it can also be describe that having role play in the classroom enable students to have better speaking skill because they had opportunities to practice their English. It can attract students' interest and motivation to actively participate in English classroom because it provided fun and enjoyable activities in role play technique, used some situation relating to their surroundings.

2. The Implementation of Role Play

From the observations, the researcher found out that the quality of role play was good. The implementation of role play was in accordance with the features of a good role play and tips to succeed with role play

which state that role play should be based on a familiar situation, allows the students to speak naturally, and develops the students' creativity. The type of role play which used in this class was Simple Role Play. The researcher found the fact that the role play was conducted by performing a drama that the students had prepared before. In this condition, the lecturer gave the instruction to make a group of seven students at the most to choose the topic that they had to perform in the next meeting. The students were also asked to make their own script, properties, and all supporting equipment. Sometimes, the teacher gave a certain topic and also let the students choose their own topic independently. However, each group could not have the same topic to be performed. From this observation, the researcher also found that the students enjoyed learning speaking through role play. The students could feel free to interact with their friends. They were also very creative to perform their play by making some properties, scripts, and sound effects even though they still mixed the language between Indonesia and English. Sometimes when they found difficulty in finding certain English words for their conversation, automatically they substituted it with Indonesian words.

3. The Impact of Role Play Approach towards Students' Speaking Performance

In identifying the impact of role play approach towards students speaking performance, the response of students are needed to get better and deep analysis and understanding. Based on the result of questionnaire,

the students gave positive response about the impact of using role play towards their speaking performance for many reasons.

First, that role play is a strategy which enable students to increase their ability in speaking. Teaching English for young learners is challenging for English teachers so in order to acvhieve the learning goal, every teachers must have good preparation before presenting the material.

The teacher must prepare an appropriate teaching method, strategy, approach or techniques, prepare good and interesting teaching media etc. It is not easy to teach English especially for Junior high school students. To improve their speaking performance, the teacher must be creative and smart in applying the teaching apprach. On of approach that enable students to improve their speaking performance is by using role play approach.

Based on the data from the questionnaire, the students stated that role play approach is approach that can arises them to speak and students like to practice their spekaing by using it. As Ladousse (1995:4) stated that a role play uses different communicative techniques and develops fluency in the language, promotes interaction in the classroom and increases motivation.

Second impact of using role play toward speaking performance is it can improve students' creativity. Based on the data from questionnaire, by using role play, students stated that they feel free to play, improvise and create their idea. Besides, many students will be more creative and active

to play their role because the teacher gives opportunities to students to explore their actions. As Duffy quoted on Featherstone and Cummings (2009) that imaginative play gives children opportunities to explore and represent actions, roles, relationships, situation, characters from a variety of sources, narratives and stories. It is also in line with Hatting (1993:165) who stated that the role play would seem to be the ideal activity in which students could use their English creatively and it aimed to stimulate a conversation situation. According to Tompkins (1998) tells role playing/simulation is an extremely valuable method for language learning. It encourages thinking and creativity, lets students develop and practice new language and behavioral skills in a relatively non-threatening setting, and can create the motivation and involvement necessary for learning to occur.

The third impact of role play on speaking performance is The role-play can build up self-confident by giving more opportunity to explore their thought rather than damage it. Based on the result of questionnaire given to students, besides to improve their speaking skill and performance in the classroom, roleplay approach also can improve their self confidence. It may help shy students by providing them with a mask. The shy students will be given an opportunity to speak and act like another one. They will be asked to participate to the classroom. So that, they will no longer feel that their personality is implicated. As the result, students will understand what is expected from them. This technique can help many shy students to

speak. Both teacher and students can share each other while doing this activity. As stated by (Ladousse:2009), Role play actually can be quite simple and brief technique to organize Role-play is an effective method to increase students' confidence, because they are required to speak and show drama in front of the class. This finding also supported by the study conducted by Altun (2015) which stated that role-play is a method in which students are required to act specific roles through saying, doing, and sharing.

The fourth impact of role play approach on students speaking performance is it can increase students' motivation. As motivation is an internal drive that encourage students to achieve their goal, role play approach is an strategy that lead students to have high motivation to learn. This is inline a research conducted by Qashoa (2006). The title of the research is "Arousing students' motivation in speaking English through role play". The result of the research shows that role play is an effective technique of learning. It improved the students' motivation in speaking. They could carry out a conversation confidently and could improve their vo To professor Kumaran (2017), learners enjoy participating in RP using a foreign language. Students' participation enables them to communicate without hesitation and fear in real-life contexts strengthening their process of foreign language acquisition. Role-play method engaged students' motivation on learning process. Role play created more students-centered learning environment. "Role-play is approved to be communicative

language learning since students are actively getting involved in conversations” (Nunan, 2001).

Based on the result of finding above, the fourth impact is that role play approach enables students to participate actively during the teaching in learning process. In the other words, by using role play approach, the students made a good contribution while teaching learning process. All the students’ participant said that a role-play activity make them active. It is in line with Ladousse (2004) the role-play is one method to help students achieve their objectives of speaking English; it is dynamic and fun to be used in the classroom and it makes the teaching-learning process more enjoy. In summary, role-play is a teaching method to make the students active because the data showed that all the students’ participant engage and active while the teaching learning process in the class.

And finally, the most important impact for using role play that it is fun. Ladousse (2004) states the role-play is one method to help students achieve their objectives of speaking English; it is dynamic and fun to be used in the classroom and it makes the teaching-learning process more enjoyable (as cited in Alabsi, 2016). Gass and Mackey Ruslan 49 (2006) argues role-play’s main contribution is to involve learners in a fun environment avoiding rivalry and competition among learners. Role-play was an exciting activity and make them eager to learn, all of the students answer that role-play make them eager to learn because there is an activity or action that students’ do. It is also in line with Huang (2008, a cited in Rojas and Villafuerte 2018), who argued that teaching and learning plans that include a role-play activity had created more adequate atmospheres for learning a

foreign language. Moreover it help the students to practice English in a more realistic way.

CONCLUSION

Based on findings and discussion, it can be concluded that:

1. The Implementation of role play approach improves not only the students' ability in speaking but also the level of active students' participation in the process of teaching and learning. The interaction between teacher and students and the students among the students become so alive because there are sharing and discussing more often.
2. The implementation of role play approach indicates that this method is effective in increasing students's speaking skills. This is based on what they achieved at their vocal performance which successfully reached the criteria of success and minimum score, besides that, the students' active involvement has also entered the minimum standard.

SUGGESTION

Some suggestions that can be conveyed with the results of this study are as follows:

1. For teachers, the role play approach can be used continuously because the ability to play drama can be continuously improved and maintained.
2. For school, learning by using the role play approach needs to be developed and supported by providing variety of supporting facilities such as special spaces to practice, so that the quality of students and school can be continue to be improved.

3. For other researchers, in using the role play approach, the scenario must be used first by the teacher and also the teacher should provide more time so that students could better understand and could practice more optimally according to their role.

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