AN ANALYSIS ON THE IMPLEMENTATION OF ROLE PLAY IN TEACHING SPEAKING

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ABSTRACT

Speaking is one of the most important skills to be developed in order to communicate effectively. Therefore, the goal of teaching speaking skills is communicative efficiency. In order to achieve the goal, many methods and techniques are applied including role play method. This research aims to analyze how to implement role play in teaching speaking English based on the previous research. This study applied a library research, which is part of qualitative research. Data were collected through undergraduate thesis, thesis, and journal articles published in 2014 to 2023. The data were analyzed using content analysis based on Harmer (2007). There are ten scientific writings from Susilo (2014), Hidayanti (2015), Sholikah (2017), Agustiningrum (2019), Sholiha (2020), Tumada et al. (2020), Marwa (2020), Arifin (2021), Farisya (2022), and Magfirah (2022). Some researchers refer to expert recommendations using role play by Harmer (2007), Lewin (1990), and Kemmis and Mc Taggart (1988) procedure. The results of the study show that the implementation of role play is effective in improving students speaking skills because students take a new identity and learn to use a foreign language students for every day interaction. Besides that, role play technique is ineffective in teaching speaking skills because of some factors for some students and teacher. Students and teachers using the role play technique to develop and teach speaking skills should prioritize preparation, participation, and reflection. To get the most out of the learning experience, students should actively participate in the scenarios, taking on their roles with excitement and originality. They should also be receptive to comments and willing to practice frequently in order to enhance their fluency and confidence. Teachers should carefully select or create role play scenarios that are both relevant and demanding, with clear directions and enough support.

Key Words: *Role Play; Speaking Skill; Teaching*

INTRODUCTION

Speaking is one of the most important skills to be developed in order to communicate effectively. Speaking is regarded as one of the most difficult aspects of language learning. Leong and Ahmadi (2017:35) state "Humans are programmed to speak before they learn to read and write. In any given, human beings spend much more time interacting orally with language rather than using it in its written form." It means that the ability to speak is a very important part of interacting well in everyday social life. Teaching speaking is not an easy thing, therefore, the teacher must do the following things "to teach speaking holistically and comprehensively, it is valuable for teachers to be knowledgeable about what speaking competence involves and how different aspects of speaking competence relate to each other." (Burns, 2019). Furthermore, Sayin (2015:834) explains "The acquisition and development of speaking skills is related with mutual responsibility of teachers and students." Put simply, teachers and students must have the same bond for maximum learning and easy understanding of various activities.

Speaking mastery is very important for everyday socializing. People who have good speaking skills can help advance life and have a bright future for their careers. It means that speaking has a big role in social communication to share and collect information. So, they can communicate effectively with others. Zakaria, Hashim, and Yunus (2019:3083) assert English speaking skills can be mastered by students by choosing the best learning strategies. Students will be encouraged and very enthusiastic when learning. Their speaking skills will also improve without the fear of making mistakes. However, it is not easy to teach students in EFL classroom for speaking skill. The first speaking challenge that students may face is about their knowledge on English language itself. Language competence deals with the speaker's understanding of language skills such as grammar, vocabulary, and pronunciation. It is hard when students encounter some problems when they learn speaking. Akhter, Haidov, Rana, and Qureshi (2020) argue that in order speaking skill occupies a prominent place in the communication process especially when mother tongue is not being exploited for communication and media of communication use foreign language because English is widely used everywhere in the world for communication when they socialize.

From the statement above, there is a technique that can anticipate the problems, namely role play technique in order to train the imagination of the students and also their memories. This technique makes students more active in the process of learning in the class.

Role play is very important in teaching speaking because it gives students an opportunity to practice communicating in different social contexts and in different social roles. In addition, it also allows students to be creative and to put themselves in another person's place for a while. According to Hatting (1993) based on his observation in the conversation class, 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 in which students might find themselves and gave them an opportunity to practice and

develop their communication skill. This strategy encourages thinking and creativity, lets students develop and practice new language and behavior skills in a relatively non-threatening setting, creates the motivation and involvement necessary for learning to occur, and simulates real life situations and allows students to act out what they would do in a real situation (Tompkins, 1998).

Compared to other methods, role play seems to appeal to students the most. Therefore, teaching speaking through role play method makes students pretend or portray others in real world situations brought into the classroom. Role play lends itself to almost every type (structures, lexis, functions, intonation, and patterns). Jakob (2018) states role play is a way for students to feel as if they are someone else in a particular situation by improvising and contriving in speaking practice or creating a real-world experience in a different situation. Role play makes it easier for students to use the target language to speak and interact with others in the classroom, allowing them to participate more actively and effectively in the teaching and learning process. Take an example, a study conducted by Magfirah (2022) at SMAN 1 Parigi Tengah showed that students taught using role play are able to utter the sentences smoothly and grammatically.

METHOD

In this research, the researchers used qualitative research design which is library research method. Library research is a research activity carried out by collecting information and data with the help of various materials in the library such as reference books, similar results of previous research, articles, notes, and various journals related to the problem to be solved. Activities are carried out systematically to collect, process, and conclude data using certain methods in order to find answers to the problems faced. In this research, the researchers took the data sources from previous research, such as, journal articles, thesis, and undergraduate thesis that related document on the implementation of role play based on studies conducted by Susilo (2014), Hidayanti (2015), Sholikah (2017), Agustiningrum (2019), Sholiha (2020), Tumada et al. (2020), Marwa (2020), Arifin (2021), Farisya (2022), and Magfirah (2022).

The researchers examined various types of records or documents, including journal articles, thesis, and undergraduate thesis from the internet. The data collected were edited and organized to be analyzed further. The researcher applied a content analysis method to analyze the data. After the data obtained from the data source, the researcher analyzed them through the following procedures:

1. Reading and identifying the data sources to find the information needed.
2. Understanding the content and key information of the data sources.
3. Describing the information found in the data sources.
4. Organizing the information and explanations.
5. Making conclusions of the data sources' descriptions which were obtained.

RESULT AND DISCUSSION

The researchers found the way to reveal the implementation of role play method under the fundamental sources that have been utilized by the previous researchers. According to Harmer (2007), there are some steps in teaching speaking using role play method which can improve speaking skill and motivation of the students, such as: 1) Select engaging and relevant contexts and set clear language objectives for the students. 2) Introduce the role play by explaining its purpose and assigning roles thoughtfully to the students. 3) Provide necessary language support by pre-teaching vocabulary and modeling the activity. 4) During practice, have students work in pairs or small groups, while the teacher monitor and assist. 5) Encourage students to perform their role play in front of the class, fostering a supportive environment and involving the audience in feedback. 6) Conclude with constructive feedback and reflection, followed by follow-up activities to reinforce learning. 7) Maintain a motivating atmosphere by incorporating fun elements and encouraging creativity.

To ensure that this kind of learning method is beneficial, helpful and worthy, the researchers obtained the data from academic writings including ten journal articles, thesis, and undergraduate thesis which has the deepest correlation based on the previous research of role play method implementation, such as Susilo (2014), Hidayanti (2015), Sholikah (2017), Agustiningrum (2019), Sholiha (2020), Tumada et al. (2020), Marwa (2020), Arifin (2021), Farisya (2022), and Magfirah (2022).

DISCUSSION

This part covers the explanations of role play of each research. The researchers described the previous research of role play. It was found that not all researchers followed the procedure suggested by Harmer J. (2007) however some previous studies found that role play can improve students' speaking skill. For those explanations, the researcher divides into ten parts:

1. Beauty Kharismawati Susilo (2014)

Beauty (2014) followed the procedure suggested by Kemmis and Mc Taggart (1988). She adapted the procedure and add some steps in applied role play. Which mean, she didn't follow the proponent's (Harmer) steps. Beauty added some procedure that the teacher played a recording about the picture then, when the students listened the recording, they also read the written conversation.

Beauty focused on teaching speaking skill in fluency, pronunciation, vocabulary, and accuracy. Her research found that role play was effectively improved the students' speaking skill. She stated that before applied this method, class activities were monotonous, the students got bored easily so that they used to sleep, did the irrelevant jobs and also they wanted to dismiss earlier. But,

by implementing the role play, most of the students spoke confidently and their pronunciation was better. They were very enthusiastic to do the activities and had a high participation in every activity.

It can be seen, there was a statistical difference among the pre-test, post-test 1 and post-test 2. The mean score of post-test 2 was 7.691 and the post-test 1 was 6.941, and then the mean score of pre-test was 5.970. That indicated, there were improvements in the speaking skill in both of the cycle.

2. Nining Hidayanti (2015)

In her research, Nining (2015) followed the procedure suggested by Lewin (1990). She adapted the procedure and added some steps in applied role play. Which means, she didn't follow the proponent's (Harmer) steps. Nining added some procedures that students' created dialogues and perform the dialogue in front of the class.

Nining focused on teach speaking skill in grammar fluency, pronunciation, vocabulary and comprehensibility. Related to the students' participation, it showed some progress after implementing the role play method. Some students participated in class conversations, discussions, and giving oral presentations (perform). Their pronunciation and fluency were better than before. Besides, the students looked braver to speak English in the front of the class.

Moreover, related to the test result, there was 25% improvement of students' mean score from pretest to the posttest of the first cycle. In the pretest, there were four students who passed the KKM. Meanwhile, in the result of posttest in cycle 1, there were 13 or 36.11% students in the class who passed the KKM considering their mean score of test is 63.30. Next, based on the result of the posttest in cycle 2, there were 32 students or 88% students in the class who passed the KKM considering their mean score 71.80. It can be concluded that role play activity can improve students' speaking skill showed by the score they get.

3. Sholikah (2017)

In her research, Sholikah (2017) used a method of teaching speaking using role play by Harmer J. (2007). She followed the procedures. It means that she adopted Harmer technique in teaching speaking skill by using role play. Method that she used aims to increase students' speaking and enthusiasm in learning speaking skill.

In her research, she focused on teaching speaking skill and limited in pronunciation, fluency, comprehensibility, vocabulary, and performance. She taught students asking and giving advice, asking and giving opinions and making and responding invitation. She stated observation shows

that fun and excitement aspect of experimental class is high and the students interviewed stated that they like learning speaking English through role play.

Furthermore, the result of comparing the value of t observation which is tested using statistical program and the t table. The value of t table in degree significance 1% and df (degrees of freedom) 76 is 2.376. On the other hand, the value of t observation is recorded at 5.229. It means that H0 which is "there is no significant effect of role play on students' speaking ability" is rejected. Hence, from the result, the research question can be answered that role play has significant effect on students' speaking ability. Moreover, the significance level is medium since d=0.6 which means that the difference between students learning speaking English with and without role play is categorized medium.

To sum up, role play has significant effect on students speaking ability which is drawn from hypotheses testing. The most prominent factor contributing the significant effect is that students enjoy and excited in learning through role play as reflected in the observation and interview and confirmed with similar result from the previous studies.

4. Dwi Agustiningrum (2019)

In her research, Dwi Agustiningrum (2019) followed the proponent's procedure. She added some steps in applying role play, which mean she is adapted. After got information about the students' duty, the teacher gave five minute to discuss with their group, and wrote down the information they had obtained from the interview to fulfil their duties. After discussing and writing the assignment in the paper. After that the teacher asked the students presentation in front of their class.

Dwi focused on teach speaking skill in grammar fluency, pronunciation, vocabulary and comprehensibility. She stated that with role play, students would feel happy and comfortable in learning English, which the language students say was difficult to learn. But by teaching teachers using the role play strategy, it was very useful and helps to understand the material available to students.

The implementation of role play began with the teacher divided students into groups and gave them a topic. Then the students discussed the topic and found the information about the topic. After that, the students presented in front of the class and followed by the teacher's evaluation. In this strategy, they are forced how to implement role plays in a good way and they are successful to do that. It was proved when they understood the material by presenting all of the material that was given by the teacher well.

5. Yusfi Ma'rifatus Sholiha (2020)

In her research, Yusfi (2020) followed the procedure suggested by Lewin (1990). She adapted the procedure and added some steps in applied role play. Which means, she didn't follow the proponent's (Harmer) steps. She asked all students randomly to answered the question about the material in the first meeting. Some of them answered appropriately, doubtfully, and with incorrect answer.

Yusfi (2020) focused on teach speaking skill in grammar fluency, pronunciation, vocabulary and comprehensibility. The students became more active after implementing role play. It could be seen when they being very active in discussion, helped each other in one group to make a conversation, and very enthusiastic when they showed their performance in front of the class. The students were interested in doing test with role play. They were very active and enthusiastic did teaching and learning used role play.

Based on the result of speaking test after the implementation of role play, the students' score was improved. This was proven by increasing the students mean score and also the students percentage who reached the minimum score, which the students mean score in the preliminary study was 67,5 and 70,3 after applying the role play. The students percentage in the preliminary study was 9,37% and 51,6% after applying role play.

6. Tumada and Liando (2020)

In applying role play, Tumada and Liando (2020) followed the procedure suggested by Lewin (1990). They adapted the procedure and added some steps in applied role play. Which mean, they didn't follow the proponent's (Harmer) steps. The researchers added some procedure that students' were make the conversations, this procedure doesn't mention by Lewin (1990).

Their research found that using role play method can improve students' speaking ability showed by the score they get. Furthermore, from the students' response toward the teaching and learning activity during CAR, it is proved that the response of the students toward the teacher professionalism and their interest in learning speaking using role play technique is 75.00% and 78.57% that means it falls into the strong and very strong category. It can be concluded that the students like role play method. Moreover, the observation checklist showed that the students seemed braver and more confident in speaking. It proven by their participation in the class conversations, discussions, perform in the front of the class, pronunciation, fluency and feeling confident about speaking.

7. Arifin (2021)

Arifin (2021) followed the procedure suggested by Lewin (1990). He adapted the procedure and added some steps in applied role play. Which mean, he didn't follow proponent's (Harmer) steps. Arifin added a procedure that students' are using narrative text. This procedure doesn't mention by Lewin (1990).

When the teacher was using narrative text, students felt easier to understand the content of the story delivered by role play. Speaking learning with role play made the learning atmosphere dynamic and enjoyable. Role play method is able to improve speaking skills on narrative text.

In the first cycle as many as 5 students (17.24%) increased grades and in the second cycle as many as 8 students (27.58%) increased grades, more than 10.34% compared to cycle I, while in the third cycle as many as 18 students (62.06%) increased in value, more than 34% compared to cycle II. The achievement of classical completeness in the third cycle of 72.41% means that it has exceeded the classic completeness target formulated by 70% of students achieving a KKM score of 75 and above. Besides, the role play method is able to give a positive impression for students. This can be seen from the implementation of dynamic and fun learning.

8. Nurul Farisya (2022)

In applying role play, Nurul Farisya (2022) followed the proponent's procedure (Harmer). She added some steps in her procedure which means she is adapted. At the last steps, Farisya invites students to play the role again with their partners. However, the teacher does not provide dialogue, but asks students to create their own dialogue based on the descriptive text distributed by the teacher. Then act it out. After all the pairs had played their roles, the researcher asked a few of them to explain again what was discussed during the role play.

Farisya was focused on teach speaking in pronunciation, grammar, vocabulary, fluency, and comprehension. In her research, she found that most students strongly agreed that they could speak English after the teacher carried out the role play. In addition, they enjoy learning to speak English using role play and are motivated to learn to speak English. Implementing role play method improves students' speaking skill, which is an effective and suitable method for teaching English.
It can be seen on the findings of the analysis performed using t-test, the result were obtained where t-test = 31.26 was higher than t-table with a significant level of 0.05 = 2.00. The result of the analysis is also found that the mean of post-test for experimental group was 89.9 and the mean of post-test for control group was 62.03. In other words, the role play could improve students' speaking ability.

9. Andi Marwa (2020)

In her research, Andi Marwa (2020) used method of teaching speaking using role play suggested by Harmer J. (2007). The teacher followed the procedures it means that she adopted Harmer method in teaching speaking by using role play. Method that she used aims to increase students' speaking and enthusiasm in learning speaking skill.

In her research, she focused on teaching speaking skill and limited in fluency, vocabulary, grammar, and pronunciation. She introduced the role play by explaining its purpose and assigning roles thoughtfully to the students. The students enthusiastic in learning because they felt happy, fun with the method that teacher use. They felt happy for watching the performance of their classmates when doing conversation or playing a role each other.

Furthermore, the implementation of role play technique in teaching speaking skill carried out by English Teachers was not effective because of two factors there were the internal factor from the teacher and also the students. The first was the internal factor of the teacher, there was the teacher did not master the role play technique and was unable to attract students' interest in learning. The second was the internal factors from students. Some students had no mastered proficiency in English and were unable to understand the meaning that they read, said or what they were learned. At least some students who experienced an increasing score after learning using role play technique were students whodidhad more abilities in the subject.

10. Syarifah Magrifah (2022)

In her research, Syarifah (2022) used method of teaching speaking using role play suggested by Harmer J. (2007). She followed the procedures it means that she adopted Harmer method in teaching speaking by using role play. Method that she used aims to increase students' speaking and enthusiasm in learning speaking.

In her research, she focused on teaching speaking skill and limited in accuracy and fluency. She introduced role play and explaining the steps, explaining the material related to the topic which will be discussed, and asking the students about conversation to stimulate their background knowledge.

Furthermore, the deviation score between the pre-test and the post-test of experimental group was 39.37. While the deviation score between the pre-test and the post-test of control group was 23.13. In the experimental group, the students are good at uttering the sentences smoothly and grammatically. When the students uttered the sentences, they were confident to do it. From all the result above, it could be concluded that the experimental group had a significant improvement from

the result of pre-test to the result of the post-test than in the control group. It can be assumed that, the implementation of role play technique is effective to improve students' speaking skill.

From the findings above, role play implemented in many ways. Some findings improved and also not effective when using role play in teaching students speaking skill. Furthermore, role play can help people gain confidence by allowing them to practice social interactions and public speaking in a safe, controlled setting. Overall, it is a successful instructional tool that engages students and develops important interpersonal skills. However, it is important to address the challenges and adapt the strategy to meet students' diverse needs for optimal results.

CONCLUSION

The implementation of role play in teaching speaking is a effective educational method that encourages active learning and students participation. Role play helps in the practical and contextual development of students' language abilities by immersing them in realistic and imaginative circumstances. This strategy improves students' fluency, pronunciation, and speaking skills by promoting spontaneous discourse and real-time problem resolution. Role play also promotes empathy and cultural awareness by allowing students to take on diverse roles and views, broadening their understanding of various social dynamics and communication methods.

Furthermore, role play produces a dynamic and enjoyable learning environment, which can help to reduce nervousness and boost speaking confidence. Students who practice in a friendly and engaging context are more inclined to take chances and experiment with language, leading to improved proficiency and self-assurance. Teachers play a crucial role in facilitating these activities, ensuring they are well-structured, relevant, and engaging. When implemented effectively, role play not only enhances speaking skills but also builds critical thinking, teamwork, and interpersonal skills, making it a comprehensive approach to language education.

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