



Role Play Technique to Improve Students' Speaking Skills

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Abstract: This study aims to investigate the use of role-play in teaching speaking skills and to improve the quality of teaching English to students who need to be addressed. This study focuses on implementing role play in the first grade of vocational high school pupils because it can make learning enjoyable and stress-free. Also, it is quite memorable. Implementing role play as a form of active learning will positively affect the success of instruction because it motivates students. Using this method to teach speaking aspects of a language results in students who are highly motivated and enthusiastic about learning the language. The data was gathered based on observation, interview and questionnaire survey. The steps involved in implementing the role-play method in a speaking class are as follows: determining the topic for discussion, selecting the situation and writing the dialogue, teaching the dialogue, rehearsing the dialogue, modifying the situation and dialogue, and presenting the dialogue in front of the class. According to research findings and expert opinions, role play effectively enhances students' speaking skills.

Keywords: Role-Play Technique, Speaking skills, Vocational high school

1. Introduction

Speaking ability is one of the essential fundamental English skills to acquire. EFL students must acquire speaking skills to communicate effectively in an era in which English is the dominant language. According to Luoma (2004), speaking ability becomes a crucial component of the curriculum for language instruction.

As a result of infrequent practice, many pupils struggle to master their speaking skills. Occasionally, the instructor will only have learners read the dialogue when they require an engaging technique to encourage them to speak English. In addition, learners lack the confidence to speak English. When the researcher conducted an observation at SMK Perindustrian Yogyakarta, the researcher also encountered these challenges. Therefore, instructors should employ one of several efficient methods of instruction that can motivate pupils to learn to speak. Several learners could not speak English, and they found it odd when someone spoke English in front of them, even though the words used were common.

Hariyadi and Zamzami (1996/1997:13) speak on in essence it is a process of communication, because in it occurs messages from one source to another. From the understanding that has been It can be concluded that

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speaking is a process for expressing, express, and conveying ideas, thoughts, ideas, or fill your heart with others by using spoken language that can be understood by others.

Burhan Nurgiyantoro (2001: 276) speaking is a language activity. The second thing that humans do in language life, is, after listening activity. Based on the sounds heard, humans learn to pronounce and eventually become skilled in speaking.

Speaking is defined as the ability to pronounce sounds articulations or words to express, express and convey thoughts, ideas, and feelings (Tarigan, 2008: 14). It is said that speaking is a system of signs that can be Audible and Visible which utilize a number of the muscle of the human body for the purpose and purpose of ideas or ideas that Combined. Speaking is a form of human behavior that utilizes physical, psychological, neurological, semantic, and linguistics

This phenomenon results from an English instructor who fails to foster an environment where English is spoken. They do not provide opportunities for pupils to convey their emotions through communication. They instruct and elucidate the English phrases and everyday expressions but do not give pupils much time for practice. According to Nation and Newton (2009), without opportunities to re-use and interconnect the language they have studied, pupils' comprehension of the language may never develop into the ability to use it. Therefore, the instructor should find a different teaching approach to engage the pupils in practice. Pupils do not know how to use the expression in real-world situations due to certain circumstances. Therefore, the ability of learners to speak will not be exposed and will not grow.

However, over the past few months, instructors at that school have attempted to use a role-playing approach to encourage students to speak English to make them more acquainted with the language. According to Sellers (2002), role play is an innovative instructional method in which students assume the roles of others. A role play is a fun teaching technique for learning to speak in which learners assume another person's character. Duxbury and Ling (2010) stated that using role play, educators should motivate students to perform as well as possible while avoiding instructor interference. Therefore, the aims of this research are to investigate and to identify effects of role-play technique in teaching speaking skills and to improve the quality of teaching English to students who need to be addressed.

1.1 LITERATURE REVIEW

1.1.1 Speaking Skill

One of the main purposes of learning English is being able to communicate orally to express ideas, feelings and sharing information. Students' speaking ability will not develop by themselves, but they need an appropriate way. Thus, the students are able to interact with others. Purnawati et al (2015) stated that components of speaking that students should master are accuracy and fluency. Accuracy refers to the correct use of language in terms of grammar, vocabulary and pronunciation. Meanwhile, fluency is the ability to convey a language at a continuous speed.

Generally speaking, problems of the students are related to anxiety of making mistakes and feeling a lack of linguistic or verbal resources for solving the given task. To promote speaking confidence, teachers should play a significant role in speaking. Zhang (2009) mentioned that the appropriate task design was recommended for the English skills development included frequent listening to English materials such as listening to music, watching movies, listening to the radio, watching television programs and accessing multimedia websites.

Practically speaking English might be supported by classroom interaction. An active classroom interaction enhances speaking skills through verbal exchanges between learners and teachers. It means that speaking skill requires students to activate their speaking skills since speaking skills require practice and exposure. Rahman et al (2015) determined in order to improve the speaking ability of students, several strategies should be applied: developing students' confidence through verbal classroom interaction, awarding students for encouragement and arranging various activities and balance in the courses with respect to literature and language.

1.1.2 Role-Play Technique

Regarding the practice of speaking skills, teachers are required to apply appropriate techniques which emphasize verbal tasks focusing on meaning rather than language structure. Rahman et al (2015) argued that a role play technique might be a short-cut way of identifying, recognizing and labelling a set of appearances and behaviours. It is supposed to express the norms of a group and social skills to deal with an individual or group. Lowenstein (2016) defined role play as a dramatic technique that encourages participants to improvise behaviours illustrating the expected actions of persons involved in defined situations. In addition, Holt and Kysilka (2006) explained that role play will show the impact of students' actions and behaviour changes in accordance with their surroundings. In a role-play practice, students have to be responsible for their roles and expand their outcome as much as they find themselves in order for imitation to take place.

In accordance with the process of role-play implementation, Mitchell (1997) confirmed that it relies on four factors: observation, reflection, interaction and planning. It means that teachers guide the role play implementation and establish an environment of a class where students have authentic activities and real-life communication that improve speaking skills. The dialogue of role-play is an informal speech in which most students know the skill to participate in dialogues as a favourable aim of learning a language. Blatner (2009) in his research said that role play techniques can specify or assess how students act when they face a situation that needs to be solved. In part in a role play, teachers might be called semi-controlled and students should understand the main procedures of tasks as semi-scripted role play.

The function of scripts might be the keywords of dialogues. Keywords and information or contexts and aims in less controlled and structured tasks, in this type, students establish mini conversations based on keywords mentioned above, and materials or contexts are simply as filling gaps (Pi-Chong, 1990). In the part of preparing or arranging the scripts, students work collaboratively to build on their opinions and thoughts and establish language on their level, acting out in some situations based on their understanding. However, for advanced students non-scripted role play can be practical in a free and spontaneous way.

1.1.3 Factors Affecting Students Speaking Skills

Age is one of the most contentious issues in language teaching theory because it dictates the success or failure of foreign language acquisition. According to Scarcella and Oxford (1992), adult students do not appear to have the same language-specific inherent endowment or propensity as children for acquiring fluency and naturalness in spoken language. Concerning affective factors, younger children are less fearful because they are less cognizant of language forms and the possibility of making errors. In contrast, adults' attempts to speak a foreign language are frequently fraught with embarrassment (Brown, 2000).

While affective factors, Thornbury (2005) states that affective factors include emotions toward the topic and/or participants and self-consciousness, the affective domain is the dynamic aspect of human behaviour. It can be contrasted with the cognitive domain, according to Brown (2000). The development of affective states or feelings is influenced by numerous personality factors, including how we feel about ourselves and others with whom we interact.

According to Brown (2000), the affective factors associated with acquiring a second or foreign language include motivation, attitude, anxiety, etc. These factors are referred to as "psychological characteristics," and the most attention is paid to motivation and attitudes (Gardner & Lambert, 1972). Numerous studies have shown that motivation and attitudes are significantly related to language learning success. Littlewood (1991) states that "the development of communicative skills can only occur if learners are motivated and given a chance to express their own identity. In fact, according to Brown (2000), it is simple to presume that success in any endeavour is due solely to a person's "motivation." Concerning anxiety, it plays a crucial role in second language acquisition. Littlewood (1991) asserts that it is simple for a foreign language classroom to generate apprehension. There are two categories of anxiety that affect the process: incapacitating (or detrimental) and facilitating (or beneficial). Nervousness is frequently a symptom of facilitative anxiety, which is just enough tension to get the task done. Brown (2000) concludes that "both too much anxiety and too little anxiety may hinder the process of successful second language learning".

2. METHODOLOGY

This study is a descriptive qualitative design. This study was carried out at SMK Perindustrian Yogyakarta. The subject of this study is an English instructor, and one tenth-grade class at SMK Perindustrian Yogyakarta consists of 18 pupils. Using a technique of purposive sampling, a sample is drawn for the research. The scholar collects data using an observation checklist, interview guidelines, and questionnaires. The author employs descriptive analysis based on the procedures suggested by Miles et al. (2014), which include four steps: data acquisition, data condensation, data display, and conclusion drawing.

3. FINDING AND DISCUSSION

3.1 The Implementation of Role Play

The researcher identified through observation that the quality of role-play was high. The implementation of role play conformed to the characteristics of a good role play and guidelines for success with role play, which state that role play should be based on a familiar situation, should enable pupils to speak naturally and encourage students' creativity. Simple Role Play was the variety of role-play utilized in this class. The researcher discovered that the role-play was conducted by having the pupils perform a previously made-up play. Under this condition, the lecturer instructed groups of no more than five or four pupils to select a topic to present at the subsequent meeting.

Additionally, the pupils were required to create their own script, costumes, and supporting devices. Occasionally, the instructor assigned a topic but allowed pupils to choose independently. However, only one group could perform on the same subject. The scholar also discovered from this observation that pupils relished learning speaking through role play. The pupils were permitted to interact freely with their peers. Even though they used a combination of Indonesian and English in the performance of their play, they were also very inventive in creating accessories, scripts, and sound effects for it. Occasionally, when they had trouble locating certain English words for their conversation, they automatically substituted Indonesian words.

3.2 Factors Affecting Teachers Using Role Play Techniques

The instructor identified pupils' poor pronunciation, which caused them to struggle to speak English, as the greatest issue when responding to the question about the student's weaknesses in English speech. Many of them acknowledged that insecurity affected the ability of pupils to communicate in the target language. In addition, the instructor stated that pupils' vocabulary and grammar were issues when speaking English. This is why pupils frequently use their native language to express their thoughts. In addition to psychological factors such as shyness, anxiety, or fear of making errors and being criticized, instructors paid attention to students' "lack of ideas" in communication when instructing English speaking ability.

Regarding the benefits of role-play in English language learning, the instructor concurred that role-play was advantageous for learners because it simulated real-life scenarios. This made it easier for pupils to express themselves. The instructor acknowledged that their pupils felt energized during role-play. Similarly, the instructor concurred that role-play provided numerous opportunities for pupils to practice speaking English. According to Ladousse (1992), role-play is one of the communicative techniques to encourage interaction in the classroom. Therefore, the instructor believed that role-play could improve student interaction. In conclusion, the instructor identified, to some extent, the effects of role-play on developing pupils' speaking abilities.

Based on the results of the earlier studies, role play in the classroom improves the ability of learners to speak by providing opportunities to practice English. It can pique pupils' curiosity and motivate them to actively participate in the English classroom because the role-playing technique provides entertaining and engaging activities and incorporates real-world scenarios.

3.3 Student's Point of View on Role Playing Techniques in Improving Speaking Skills

Feedback from pupils is required for more in-depth analysis and comprehension of the role-play approach's effect on learners' ability to speak. According to the questionnaire results, pupils responded positively to the impact of role-play on their speaking performance for various reasons.

First, role play is a technique that helps pupils improve their speaking skills. Based on the questionnaire results, pupils indicated that role play is an approach that can motivate them to communicate and that they enjoy using it to practice their speaking. Ladousse (1995) states that role play employs various communicative techniques, develops language fluency, encourages classroom interaction, and boosts motivation.

The second is the students' creativity can be enhanced through the use of role-play concerning speaking proficient. According to survey results, role play allows students to feel free to play, innovate, and develop their ideas. In addition, many pupils will be more creative and active in role-playing because the instructor provides them with opportunities to investigate their actions. According to Duffy, as cited in Featherstone and Cummings (2009), imaginative play allows children to investigate and represent actions, roles, relationships, situations, and characters from various sources, narratives, and stories. It is also consistent with Hatting's (1993) assertion that role play appears to be the optimal activity for encouraging pupils' innovative use of English in a conversational setting. According to Tompkins (1998), role-playing/simulation is a highly effective method for language acquisition. It encourages thinking and creativity, allows pupils to develop and practice new language and behavioural skills in a relatively non-threatening environment, and can generate the necessary motivation and engagement for learning to occur.

The third effect of role-play on speaking performance is Instead of decreasing confidence; role-playing can boost it by providing more opportunities to express one's ideas. Based on the survey results given to pupils, role-playing can improve pupils' self-confidence and enhance their speaking ability and classroom performance. The provision of a mask to shy pupils may be of assistance. The nervous pupils will be allowed to communicate and act like one another. They will be required to partake in class to feel no longer that their personality is at stake. Pupils will comprehend what is expected of them as a result. This technique can help numerous pupils overcome their shyness. Both the instructor and the pupils can share during this activity. According to Ladousse (2009), role play can be a straightforward and quick preparation method. Because pupils must communicate and act in front of the class, role-playing effectively boosts their self-confidence. This finding is also supported by the research conducted by Altun (2015), which stated that role-play is a method in which students are required to act out particular roles by saying, doing, and sharing.

The fourth impact of role-play on students' speaking performance is that it can boost learners' motivation. As motivation is an internal drive that encourages pupils to attain their goals, role play is a strategy that encourages learners to want to learn. This is consistent with a study conducted by Qashoa (2006). The study's title is "Inspiring pupils to speak English through role play." The study's findings indicate that role play is an effective learning technique. It increased the interest of the pupils to communicate. They could confidently carry on a conversation and could enhance their vocabularies. According to Professor Kumaran (2017), pupils who use a foreign language to participate in RP appreciate doing so. Participation enables pupils to communicate freely and without apprehension in authentic settings, enhancing their foreign language acquisition. The method of role-playing motivates pupils during the learning process. A more student-centered learning environment was produced by role play. "Role-play is recognized as communicative language learning because pupils actively participate in conversations" (Nunan, 2001).

Based on the previous finding, the fourth impact is that role-play allows pupils to actively partake in the teaching and learning process. In other words, pupils contributed significantly to the teaching and learning process by utilizing role play. All the pupils who participated in the role-playing activity said it made them active. Following Ladousse (2004), role-playing is one method for assisting pupils in achieving their English-speaking objectives; it is dynamic and enjoyable when used in the classroom and makes the teaching-learning process more enjoyable. In conclusion, role-play is a teaching method that encourages pupil engagement because data indicate that all students are engaged and active during the teaching and learning process in class.

4. CONCLUSIONS AND SUGGESTIONS

4.1 Conclusions

By analysing instructors' and pupils' responses to observation, interview, and survey questionnaires regarding the benefits of role-play, the study has the positive effect of role-play on the improvement of pupils speaking abilities. First, the role-play approach enhances the pupil's communication skills and active participation in the teaching and learning process. Because sharing and discussion occur more frequently, the interaction between instructors and pupils and among pupils becomes more vibrant. Second, role play indicates that this method effectively enhances students' communication skills. This is based on their vocal performance, which effectively met the success criteria and minimum score, and the pupils' active participation, which reached the minimum standard.

4.2 Suggestions

4.2.1 The Pupils

The pupils should not fear committing errors. A few pupils view errors as a normal part of the learning process, whereas most learners feel embarrassed when they make errors. If they are not overly concerned with making errors, they will feel more secure and confident speaking English.

4.2.2 The instructors

Instructors of a second language must determine if strategies for maximising pupils' speaking time are necessary. Instructors should permit dominant and nervous pupils to work together to share and learn from one another. Moreover, in an English-speaking classroom, instructors typically discourage pupils from using their mother tongue. Therefore, instructors should introduce manageable situations, lest pupils resort to using their mother tongue.

4.2.3 Other Researcher

To other researchers, it is anticipated that role play can be used to educate skills other than speaking ability.

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