

USING ROLE-PLAY TECHNIQUE IN TEACHING SPEAKING

Mutiara Labiebatul Hana'; Susiati
Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan,
Universitas Muhammadiyah Surakarta

Abstrak

Penelitian ini dilakukan dengan metode kualitatif yang menggunakan sesi observasi dan wawancara dalam pengumpulan data. Penelitian ini bertujuan untuk menggambarkan bagaimana teknik role-play diterapkan dalam pengajaran berbicara di kelas IX Sekolah Menengah Pertama di Surakarta, tantangan yang dihadapi siswa dalam proses penerapannya, dan bagaimana siswa mengatasi tantangan tersebut dengan menggunakan strategi mereka sendiri. Berdasarkan sesi observasi dan wawancara, penerapan teknik role play dalam pembelajaran berbicara di kelas IX Sekolah Menengah Pertama di Surakarta telah terlaksana dengan cukup baik. Namun ada beberapa kendala yang dihadapi siswa dalam prosesnya, misalnya sebagian besar siswa masih merasa gugup dan malu. Hal ini disebabkan oleh kurangnya perbendaharaan kata, kurangnya latihan, dan masih adanya rasa canggung dalam memainkan peran. Oleh karena itu, siswa memerlukan lebih banyak waktu untuk persiapan dan guru yang berpengalaman untuk melatih mereka lebih banyak tentang permainan peran. Untungnya, berdasarkan sesi wawancara dengan siswa, peneliti menemukan bahwa siswa sebenarnya memiliki beberapa strategi untuk mencegah dan mengatasi tantangan mereka seperti melakukan persiapan, relaksasi, dan berpikir positif. Selain itu, mereka berkomitmen untuk lebih sering membuka kamus, dan mempelajari sifat-sifat peran karena mereka yakin dengan mempelajari sifat-sifat peran dapat membuat orang memahami bagaimana berbicara dan bertindak sesuai dengan porsi dan posisinya.

Kata Kunci: Pengajaran, Berbicara, Role play

Abstract

This research was held with qualitative method by using observation and interview session in collecting data. This study aims to know how role-play technique being applied in teaching speaking in class IX at a private Junior High School in Surakarta, challenges faced by the students in the implementing process, and how the students solve the challenges by using their own coping strategies. Based on the observation and interview session, the implementation of role play technique in learning speaking in class IX at a private Junior High School in Surakarta was done quite well. However, the students faced several challenges during the process, for example, most students still feeling nervous and shy. It caused by their lack of vocabulary, lack of practice, and still feeling awkward in playing the roles. Therefore, the students need more time to preparation and well-experienced teacher to train them more about role play. Fortunately, based the interview session with students, the researcher found that the students actually had several coping strategies to prevent and cope their challenges such as doing preparation, relaxation, and thinking positively. Also, they committed to open their dictionary more often, and learn about role's characteristic as they believed that by learning role's characteristic could make people being comprehend how to be speak and act in their portion and position properly.

Keywords: Teaching, Speaking, Role Play

1. INTRODUCTION

English is a foreign language which has become a cosmopolitan language which is educated at all levels of education. The British Council (2013) revealed a data which showed that 1.75 billion people or about a quarter of world population classified as English speaker. English language basically has four skills which are important to be mastered namely listening, reading, writing, and speaking. However, in communication process, most people believe that speaking skill is considered as a prioritized skill. According to Richard (2008), the proficiency of speaking skill in English is a priority for foreign language learners. He said that speaking is a major basic skill to tell and share ideas in communication. Therefore, it is concluded that speaking is one of the language skills that must be learned to start the communication, especially by learners that learning English as foreign language.

In Indonesia country, English language has also the status of a foreign language which today being listed as a subject that must be learned by all students at all grade levels in school. Moreover, Mahrum (2009) stated that English language becomes very popular as the language of instruction in formal educations or institutions in Indonesia. Moreover, requirements for National Schools require use of English as a language of instruction especially for science, mathematics, biology and physics, information and communication technology. Also, some researchers in Indonesia consider that speaking skill is quite important in teaching and learning English. Speaking skill is believed as a measuring instrument of how far the learners success in English learning process. According to Mustikawati (2013), speaking is an ability for a learner in through the process of socializing in communication. Therefore, speaking skill is more important than other skills.

However, there are several facts which contrast the expectation, for example, the fact shows many learners face difficulty in constructing sentences, fear of making mistakes, and lack of motivation. A researcher, Clifford (1987), said that speaking is often neglected by schools because learning takes a lot of time and is difficult to assess objectively. This is also supported by another researcher, Nunan (1992), he stated that there are several challenges in teaching speaking skills in EFL (English Foreign Language) classes, namely a lack of motivation, and they basically tend to use their first language.

Dealing with the expectation of the objective in speaking skill is apparently not easy and simple to be achieved, either for the teachers or students. Most learners are not be able to communicate in public caused by the difficulty in using foreign language. Another reason is due to the lack of motivation to practice the second language in everyday conversations. They are also hesitant to take part in the conversation. Also, most teachers in EFL classes are still found using some conventional technique in teaching speaking skill.

Amidst the problems, some researchers state that using role play technique in learning speaking is considered as one of the solutions in teaching English speaking skill in EFL classes. Role play is

believed as one effective technique which can be used by the teachers. By using role play, it is believed that students will be more confident and comfort to speak English as they initially are designed to understand the role of engineering. It is supported by Chesler & Fox (1966), they stated that role play technique has a big potential for the average elementary and secondary school classroom. By playing a role of another person, students are expected can act out their true feelings without any hesitation. Also, Harmer (1999) described role-play strategy as an effective activity for adults and teenagers, because it increases learning memory, provides directly training, and creates better collaborative work and communication. The writer agrees with the statements that role play is one effective technique in teaching English speaking skill in EFL classes. Therefore, the writer thinks that the problems and the solutions need to be observed.

In this study, the writer will conduct an observation in EFL classroom in order to directly observe the facts and situations of the classroom. Also, the writer will surely observe how the teachers and students using role play technique in learning English speaking skill. The object of this study are students in junior high school. According to the standard competence (2006) for the speaking skill for the beginning semester, students of junior high school are expected to capable to express meaningful ideas for both simple transactional and communication to interact with people in their nearest environment. The students of junior high school are forced to achieve the informational level which is to be able to communicate orally and in written form to find information. The writer thinks that the problems and solutions which will be observed are quite appropriate with the standard competence.

2. METODE

This research was conducted in qualitative method which using observation and interview session in collecting data. This study aims to know how role play technique being implemented in learning speaking in class IX at a private Junior High School in Surakarta, challenges faced by the students in the implementing process, and how the students solve the challenges by using their own coping strategies.

3. FINDINGS AND DISCUSSION

This study aims to know how role play technique being implemented in learning speaking in class IX at a private Junior High School in Surakarta, challenges faced by the students in the implementing process, and how the students solve the challenges by using their own coping strategies. Based on the research finding conveyed by the researcher above, there are three main components which discussed in the research finding. The main three components are; 1) implementation of role play technique in teaching speaking in class IX at a private Junior High School in Surakarta, 2) the challenges in experiencing role play technique in learning speaking in class IX at a private Junior High School in Surakarta, and 3) students' coping strategies in

experiencing role play technique in learning speaking in class IX at a private Junior High School in Surakarta.

3.1. Implementation of Role-play Technique in Teaching Speaking in class IX at a private Junior High School in Surakarta

This section provides the response to the first research question that was posed in the first chapter. The initial research topic asked, “*How is the role play implemented in class IX at a private Junior High School in Surakarta?*”. Therefore, the researcher did observation to find the answer to the question. The observation which was conducted by the researcher in class IX at a private Junior High School in Surakarta focused on classroom activity and implementation role play technique in teaching English speaking skill. Here, the researcher only acted as an observer while teacher and students acted as the observation object. The classes consisting of three learning activities adjusted to *Permendikbud No.22 (2016)*, they are; Pre-activity, Core Activity, and Closing. The duration of learning process was about 90 minutes.

3.1.1. Pre-Activity (30 minutes)

In this section, the teacher in class IX at a private Junior High School in Surakarta started the activities by persuading students to recite the holy Qur'an as they always do in every morning before starting learning activity. After that, the teacher greeting the students, giving motivation, and continued by checking the attendance list. Next, the teacher reviewed the previous discussion and introduced the newest topic which would be discussed. This pre-activity took 30 minutes, so they had 60 minutes left after that as the duration of learning process in class IX B was about 90 minutes

3.1.2. Core Activity (50 minutes)

In core activity, before started discussing the material, the teacher stimulated students with some ice breakings to make students be more relax and comfort during the learning process. Here, the students in class IX at a private Junior High School in Surakarta were given the recent topic, the topic was about Procedure Text. Firstly, the teacher explained about the material, asked the students about how far they comprehending the Procedure Text. Then, the teacher showed some examples of Procedure text by displaying Power Point slides and tutorial videos. After that, the teacher divided students into some group to do collaborative learning.

Here, the teacher instructed each group to make a tutorial to make or use something. Each group was requested to prepare themselves to play a role which related to content of their tutorials. After approximately 15 minutes they had a group discussion, students in class IX finally presented their group assignments. They performed as someone else, demonstrating how to make or use something in front of the class. The students in class IX seemed to be quite active and fluency in presenting their performance. The teacher showed appreciation for the students' performances by giving them cheerful applause, and giving extra point as reward for

some most active students. Also, the teacher provided such a funny short game to break the ice. In this session, there are several important components which being focused, namely as follows;

a) Purpose of Learning

The purpose of learning English speaking skill by using role play technique is to make students be more active, mentally brave, comfort, confident, and capable in speaking. According to Ladousse (1987), role play is the play apart in which students are as inventive and playful as possible in a specific situation and it is perhaps the most flexible technique in teaching speaking. Brown (2004) also stated about role play, he defined that role play is a famous pedagogical activity in communicative language-teaching courses.

Moreover, role play activities are belongs to the social interaction activities, as Littlewood (1981) mentioned, he differentiate between "functional communication activities" and "social interaction activities" as a priority activity types in *Communicative Language Teaching*. Littlewood states that, "*Social interaction activities include conversation and discussion, dialogues and role plays, simulations, skits, improvisations and debates.*" These statements shows us that by using role play activities, students can practice with their peers and interact with their social life. Thus, this technique can assist many shy students to speak. Both teacher and students can share each other while doing this activity. And finally, the most important reason for using role play that it is fun.

b) Learning Material

As it is discussed, students in class IX at a private Junior High School in Surakarta were given topic about Procedure Text. At first, the teacher explained about the definition of Procedure Text, the generic structures, language features and continued by showing the examples of the Procedure Text. After that, the teacher showed some examples of Procedure text by displaying Power Point slides and tutorial videos. After that, the teacher divided students into some group to do collaborative learning. The teacher instructed each group to make a tutorial to make or use something. Here, the teacher thought that using role play in teaching procedure text was good to be considered. So, the students were requested to prepare themselves to play a role which related to content of their tutorials.

c) Learning Method

In learning process in class IX at a private Junior High School in Surakarta which using role play technique, the teachers started the core activities by applying some teaching methods such as collaborative learning, doing Q&A section, brainstorming, and giving rewards to the most responsive students. Those methods aimed to make students be more comfort and focus on the learning process. According to Muhammad Darwis Dasopang (2017), learning methods namely as a way to achieve something. To implement a strategy, a certain set of teaching methods is used. In this way, learning methods are used as a

reference for learning activities. Because it contains an orderly and systematic sequence of steps so that achieving learning goals becomes more accurate and efficient. However, the main method which being focused is role play technique, so it can be concluded that the teachers using those methods because of they attempted creating good situation in classroom before applying the role play technique.

d) Learning Tool & Media

Learning English speaking skill activity by using role play in class IX at a private Junior High School in Surakarta used several learning tools and media. The tools and media of learning process was expected to make the students would be able to comprehend the material easily. Also, the used media were organized to adjust with the learning themes and classroom situation. In class IX B, the teacher used some textbooks, LCD projector, and Bluetooth speaker as the learning tools and media. Also, the teacher displayed some pictures and slides of Power Point which adjusted to the topic "Procedure Text".

3.1.3. Closing (10 minutes)

In the beginning of closing section, the teacher in class IX at a private Junior High School in Surakarta summarized the discussed material. Also, the teacher gave some evaluation and motivation to the students. The teacher explained the importance of learning Procedure Text. Moreover, the teacher also explained how benefits of playing a role in learning speaking skill. Then, The students were given occasion to ask some questions or give feedback which related to the recent activity. After that, the teacher in class IX B informed about the material which would be discussed in the next meeting. Lastly, the teacher closed the teaching and learning process by reciting "Salam".

3.2. The Challenges in Experiencing Role-play Technique in Learning Speaking in class IX at a private Junior High School in Surakarta

This section provides the response to the first research question that was posed in the first chapter. The initial research topic asked, "How is the role play implemented in class IX at a private Junior High School in Surakarta?". Therefore, the researcher did observation to find the answer to the question. The observation which was conducted by the researcher in class IX at a private Junior High School in Surakarta focused on classroom activity and implementation role play technique in teaching English speaking skill. Here, the researcher only acted as an observer while teacher and students acted as the observation object. The classes consisting of three learning activities adjusted to Permendikbud No.22 (2016), they are; Pre-activity, Core Activity, and Closing. The duration of learning process was about 90 minutes.

A study was done by Gusmuliana (2021) in the journal entitled Improving Students Speaking Motivation by Using Role Play Technique at Institute Islamic in Indonesia has some similarities with the writer's study. The purpose of this paper was to investigate the challenges that the

students faced, because they were not willing to speak in particular English. Moreover, Brown (2000) stated that if we know the sound system of learner's native language, we will be better able to diagnose student difficulties.

Focusing on the challenges in experiencing role play technique in learning speaking in class IX at a private Junior High School in Surakarta, the researcher concluded that in point of view of the teacher, some students in class IX B had already comprehended the flow of learning speaking by using role play, so they were able to present good performances in front of the class. Nevertheless, there were also some students who still seemed to be facing some problems. Therefore, the teacher mentioned that students actually required relatively more time when getting involved in role play technique as they must prepare several things to prevent any obstacles. The speaking matters were classified as affected-related problems, socially related problems, and linguistically related problems.

Moreover, Flowerdew & Miller (2005) categorizes seven factors of difficulty in speaking process, such as speakers cannot manage the speed of delivery, have limited vocabulary, may fail to know the signals which indicate that the speaker is moving from one point to another, giving an example, or may lack cognitive knowledge, difficult to focus on a foreign language; and may have established certain learning habits such as a wish to comprehend every word.

Meanwhile, based on point of view of students, the researcher found that most students faced some challenges in learning English speaking skill by using role play technique, for example, they can speak but too shy to speak because they afraid to make mistakes. Also, they were still confused while playing some unfamiliar roles. This facts show us that vocabulary is important for student to make them easy to produce a language or express an idea. Furthermore, public speaking training is also very important, students need to learn more about how to play various roles. So, they need a well-experienced trainer to train us more.

3.3. Students' coping strategies in experiencing Role play technique in learning speaking in class IX at a private Junior High School in Surakarta

Bygate (1987) mentioned that one of the fundamental problems in foreign language teaching is make sure learners are able to use the language or not. Therefore, students and teachers both face these problems regarding to speaking in class.

According to a study was designed by Lutfi (2018) in a journal entitled The Effectiveness of Simulation and Role-Play in Teaching Speaking for Students with Different Levels of Motivation, students benefit from using simulation way and role-play techniques to teach speaking. Student grades improved significantly. they are also in directly encouraged to speak English and gradually they forget negative feelings such as nervousness and lack of confidence. It can be concluded, regardless of the challenges they faced by using role play technique, the student actually get some benefits from role play technique and have some strategies to handle

their own challenges.

In discussion of students' coping strategies in experiencing role play technique in learning speaking in class IX at a private Junior High School in Surakarta, the researcher concluded that the students had coping strategies in experiencing role play technique during learning English speaking skill. Kondo & Yang (2004) mentioned that most EFL students will attempt to handle their challenges in learning speaking by doing more preparation, thinking positive, and doing relaxation. In this research, the students conveyed that they had several things to do to handle their problems such as do more preparation, relaxation to handle emotion and nervousness and thinking more positively. Also, the students conveyed that they would open dictionary more often and watch some video tutorials on how to become a good public speaker. Moreover, they attempted to learn how to impersonate someone's characteristic as it was also considered as important thing to do because in real life people need to be able to know their portion and position when speaking and acting.

It can be summarized that implementation of role play technique in teaching speaking in class IX at a private Junior High School in Surakarta was done quite well. Despite of some challenges faced by the students, based on the observation which conducted by the researcher, either teacher or the students in class IX at a private Junior High School in Surakarta seemed so exited during learning English speaking skill activity by using role play technique.

4. CLOSING

After observation and conducting interviews regarding English language learning, especially speaking skills using role play techniques in class IX at a private Junior High School in Surakarta, the researcher have several conclusions. Based on the observation and interview session, the implementation of role play technique in learning speaking in class IX at a private Junior High School in Surakarta was done quite well. However, the students faced several challenges during the process, for example, most students still feeling nervous and shy. It caused by they lack of vocabulary, lack of practice, and still feeling awkward in playing the roles. Fortunately, based the interview session with students, the researcher found that the students actually had several coping strategies to prevent and cope their challenges such as do practice more, open their dictionary more often, and learn about role's characteristic as they believed that by learning role's characteristic could make people being comprehend how to be speak and act in their portion and position properly.

Here, the researcher has some suggestion which have been made for those who are interested in this particular fields:

- a. Implementation role play technique in teaching speaking surely encourages teacher to be able to handle classroom situation, boost students' excitement, and bring out more explanation of how to play a role. Therefore, beside the teacher should encouraging the students to do more practice and

open the dictionary more often, the teacher should better exemplifying how to express a role in front of the learners, so that the learners will not be confused about the role they will play.

- b. Teachers should prepare different techniques and strategies to assist students to improve their speaking skill and create such activity that can help students practice and use the lesson learned at the classroom so they will have better understanding about it.
- c. The next researchers who are attracted to research the implementation of role play technique in teaching and learning English speaking skill in EFL class can utilize this research as a reference or source in order to make a better research in the related field.

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