Implementation of the Role Play Method to Improving Students' Speaking Skill

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Abstrak

Students must be able to communicate in English in order to grasp the significance of English as an international language. However, not all students can communicate in English. The approach utilized does not stimulate speaking skills, hence it is vital to establish an English method to help pupils improve their speaking ability. It is used by almost everyone from all over the world to communicate in both formal and informal contexts. English language proficiency is critical in international interactions to be able to engage in the larger world of work, whether it be entrepreneurship or employees in domestic and international companies. The capacity to hold a conversation in a foreign language is used to assess speaking abilities. This reality leads instructors, particularly teachers and parents, to think that students and their children must develop speaking skills. Based on the above reasons, researchers concentrated on teaching English rather than teaching about the English Language. The focus is on increasing students' communicative abilities as well as their language abilities. Teachers must design situations to teach languages in a dynamic, active, and interesting manner in order to increase students' communicative capacities. Students frequently encounter various issues while learning to speak. The problem is that their native language makes it difficult for them to communicate in other languages. A lack of enthusiasm to practice a second language in ordinary speech is another cause. Many approaches can be used, including role playing, which has been shown to be successful in teaching speaking in numerous studies. As a result, researchers are interested in examining the use of role playing in English Proficiency learning to increase speaking skills. We also want to know about the advantages and challenges that students confront.

Keywords: *Communicative, Creativity, English Proficiency, Role Playing, Speaking.*

Abstract

Siswa harus mampu berkomunikasi dalam bahasa Inggris untuk memahami pentingnya bahasa Inggris sebagai bahasa internasional. Namun, tidak semua siswa dapat berkomunikasi dalam bahasa Inggris. Pendekatan yang digunakan tidak merangsang keterampilan berbicara, oleh karena itu sangat penting untuk menetapkan metode bahasa Inggris untuk membantu siswa meningkatkan kemampuan berbicara mereka. Ini digunakan oleh hampir semua orang dari seluruh dunia untuk berkomunikasi baik dalam konteks formal maupun informal. Kemahiran bahasa Inggris sangat penting dalam interaksi internasional untuk dapat terlibat dalam dunia kerja yang lebih besar, baik itu kewirausahaan atau karyawan di perusahaan domestik dan internasional. Kenyataan ini membuat para pengajar khususnya guru dan orang tua beranggapan bahwa keterampilan berbicara harus dikuasai oleh siswa dan anaknya. Berdasarkan alasan di atas, peneliti berkonsentrasi pada pengajaran Bahasa Inggris daripada pengajaran tentang Bahasa Inggris. Fokusnya adalah pada peningkatan kemampuan komunikatif siswa serta kemampuan bahasa mereka. Guru harus merancang situasi untuk mengajar bahasa dengan cara yang dinamis, aktif, dan menarik untuk meningkatkan kapasitas komunikatif siswa. Siswa sering menghadapi berbagai masalah saat belajar berbicara.

Masalahnya adalah bahwa bahasa ibu mereka membuat mereka sulit untuk berkomunikasi dalam bahasa lain. Kurangnya antusiasme untuk mempraktikkan bahasa kedua dalam pidato biasa adalah penyebab lain. Banyak pendekatan dapat digunakan, termasuk bermain peran, yang telah terbukti berhasil dalam mengajar berbicara dalam banyak penelitian. Oleh karena itu, peneliti tertarik untuk meneliti penggunaan role playing dalam pembelajaran English Proficiency untuk meningkatkan keterampilan berbicara. Kami juga ingin tahu tentang keuntungan dan tantangan yang dihadapi siswa.

Kata Kunci: *Komunikatif, Kreativitas, Kemahiran Bahasa Inggris, Bermain Peran, Berbicara.*

INTRODUCTION

English has become the most important language in the world, it is a fact that cannot be denied. We can see the virtues directly, both in the world of education and the world of work. Almost all people from various countries around the world use it to communicate in both formal and informal situations. English has always been of special interest. In international relations, the ability to speak English is very important to be able to participate in the wider world of work, whether it's an entrepreneur or an employee or employee in a company at home and abroad. Speaking skill is measured by the ability to have a conversation in the language. This reality makes teachers, especially lecturers and parents, think that the ability to speak must be mastered by their students.

Humans are social beings, thus they can't survive in isolation without interacting with others. Every human being needs interaction since, as social beings, we are interdependent on one another. Humans require tools, means, and media to communicate their wishes, views, and feelings to others in order to engage. Language is used as a tool, a method, and a medium. Language is a tool that humans use to communicate with the people around them. Human communication can take place in small or big groups since, at their core, humans are social beings who require interactions with others, and language skills are required for communication to flow freely and clearly, both vocally and in writing. Most students find speaking skills taught in colleges to be the most difficult of the four English skills outlined above. This is because speaking skills necessitate students' use of language and expressions, as well as proper pronunciation, while conveying their ideas, feelings, and experiences in a communicative manner.

Hamid B. (2014) ability to communicate in terms of the ability to discourse, namely being able to understand and produce spoken or written texts that are realized in two language skills, namely receptive skills and productive skills. Receptive skills include listening skills and reading skills, while productive skills include speaking skills and writing skills. Furthermore, (Djiwandono, 2008) says that language skills are divided into two broad categories: receptive (understanding) which consists of listening and reading and productive (generating) which consists of speaking and writing. With adequate mastery of English language skills, students are not only able to express their ideas, feelings, and desires both orally and in writing but also explore the required knowledge which is the demands of the times.

Lily (2019) to improve speaking skills, one of which is by providing problem solving to problems that hinder students. This can be done, among others, by using the role-playing method in learning English because it has been proven to improve students' speaking skills. (Dananjaya, 2013) role play is an activity in the learning process that students should not worry about, because in role play activities, real-life situations will be created. In this activity, in contrast to drama, the duration is very short. The teacher or lecturer only gives a short scenario and the students feel free to modify or improve the situation and characters. (Santoso, 2011) who said that the role playing model is a way of mastering lesson materials through developing the imagination and appreciation of students in which there are rules, goals, and elements of pleasure in the teaching and learning process. Richards-Amato (2003) also adds that through role playing activities students can explore their abilities. According to Harmer (2007) role-playing can be useful to stimulate oral fluency and train learners' abilities in special skills, especially in learning English for special purposes or English for Specific Purposes. In order for the simulation to occur participants must accept the duties and responsibilities of their roles and functions, and do the best they can in the situations in which they find themselves. Role playing as an educational process includes several steps. The leader must master each step and inform the group members. The usual steps relate to the role-playing process (Padang & Lppn, 2018).

ROLE PLAY

Role play is a simulation of behavior, the behavior of the person being played, which aims to train students in dealing with actual situations; intensive practice of spoken language; and provide opportunities for students to develop communication skills. Joyce and Weil (1972: 70) explained that through the technique role playing, students can improve their ability to appreciate self and the feelings of others, they can learn good behavior, good for handling situations that are difficult, and they can practice their ability to solve problems. Wright and Backy (1984) say that language games can help and motivate students and involve them in speaking and working. Language games are believed to create situations where language is useful and meaningful. Language games that can be used here include Role Play. According to Husein Achmad in (Hidayati, 2004: 93), Role playing is a form of educational game used to explain roles, attitudes, behavior, and values with the aim of appreciating the feelings, points of view and ways of thinking of others. According to Sugihartono (2006: 83) the role playing method is a learning method through the development of students' imagination and appreciation by way of students playing a character, both living and dead, so that students practice for appreciation and skillfully use the material being studied.

Meanwhile, Syaiful Sagala (2003:213) explains that the role playing method is a way of presenting learning materials by showing and acting out ways of behavior in social relations, the role playing method in its implementation, students get the task of the teacher to act out a social situation that contains a problem, so that students can solve a problem that arises from social situations. Role-play or commonly referred to as role playing is a learning method that invites students to imagine themselves in a condition outside the classroom, or to play other characters using language that is appropriate to the context. In line with what Harmer (1998) said in his book entitled: **"How To Teach English, An Introduction To The Practice Of English LanguageTeaching"** argued that: *Role-play activities are those where students are asked to imagine that they are in different situations and act accordingly*. Students take on a new identity as the character they play in role playing exercises. This pretending to be someone else turns into a simulation. This activity is best done in groups of two. Following that, a few other pairings were requested to appear and repeat the chat. Students participate in two or more role playing activities.

The students were provided expressions in the form of phrases and terminology linked to the conversation topic in each session. As a result, role acting can be done using the dialogue's forms of language. It is feasible to take part. This activity is not solely communicative, but it is a type of communication exercise. There's also free role playing, in which pupils are merely given a form of spoken language and must create their own narrative. Students may favor this type because it offers various benefits: it allows students to improvise in utilizing English, which is often spoken in everyday life, and it encourages students to be more creative.

There was an effective technique to overcome this dilemma by teaching speaking ability through a variety of exercises that can advance speaking ability. We can select one of the language teaching activities that is appropriate for the students' level. One of these is through the use of role play as a teaching and learning tool. Role play is crucial in the teaching of speaking because it allows students to practice communication in a variety of social situations and roles. Additionally, this permits students to be active and temporarily take on the role of another individual. The role play technique is a method of teaching speaking that involves placing students in settings in pairs. This entails grouping two or more students and providing them with a handout sheet that they can read and study before taking. Moreover, Tompkins (1998) says that role playing/simulation is an extremely valuable method for L2 learning. That encourages thinking and creativity, lets students develop and practice new language and behavioral skills in a relatively nonthreatening setting, and can create the motivation and involvement necessary for learning to occur.

Furthermore, Hand (2011) says that the effectiveness of role play can add variety to the kinds of activities students are asked to perform. It encourages thinking and creativity and lets students develop and practice new language and behavioral skills in a relatively safe setting, and can create the motivation and involvement necessary for real learning to occur to make them engage in speaking activity. In addition, Milroy, (1982) says role plays provide the opportunity to push students to see if they have thought through implementation details and are prepared with the contingency plans to deal with unexpected outcomes. Role-play is a teaching technique in the 21st century. According to Umam (2011), role-play can be defined as a simulation or an action in imitating a character, mostly student play acting as someone else in the real world. Suryani (2015) stated that role-play is a technique which can promote students to speak in the classroom. Role-play is a teaching technique in which students are given specific roles and they must speak and behave based on the roles they receive. Arham et al., (2016) stated that the implementation of role-play technique improves students' both in speaking ability and self-confidence.

Role play is a technique that can help students improve their target language skills, encourage them to talk and engage with others in the classroom, boost motivation, and make the teaching-learning process more fun. According to specialists, the role playing method is a manner of playing a role that is centered on each individual with various figures and feelings. Each student is encouraged to use the role-playing method when portraying a character in the theater. It is envisaged that students will be able to portray diverse characters and live in varied scenarios using the role playing method. If a well-planned playing approach can inculcate the ability to be responsible and work with others, respect other people's ideas, and make decisions in groups, then it is a win-win situation.

ROLE PLAY AND SPEAKING

One of the crucial abilities that students should be able to learn in order to speak English effectively and clearly is speaking. In learning speaking, there are a variety of learning methods that teachers can employ as an alternative to teaching material in class. Role playing is one of them. Following the dialogue in the conversation is one way to role play. Other ways include acting out different emotions like happy, sad, bored, angry, happy, and so on, or simulating a relationship, such as playing the roles of a parent and kid, a husband and wife, and others. Role cards that are provided to each group can also be used for this activity. There are a number of factors to take into account while putting the role-playing technique into practice, including selecting a role. In this activity, students have a new identity according to the character they play. This activity can be done in pairs. After that, several other pairs were asked to appear to repeat the conversation. In role playing there are two or more that are practiced by students. The students were first given expressions in the form of sentences and vocabulary related to the topic of conversation in a particular session.

According to Jakob (2018), to make the role-play teaching technique run smoothly in the classroom, here are several steps of the implementation of the role-play teaching technique:

- Explain to students about the technical implementation of the role-play
- Dividing students into groups
- Tell a story or situation to students
- Provide vocabulary that reflects the story or situation
- Give students time to prepare the dialogue from the role-play that will be present
- Give time to students in each group to present their role-play in front of the class
- Allow each student an opportunity to provide feedback among the group

Therefore, role acting can be done by using the linguistic structures that are present in the discussion. It's likely that the purpose of the role-playing is not solely communicative but rather to practice communicating. Free role play is another option when students create the story on their own using simply a spoken language. Perhaps this type is favored by students because it offers a number of benefits, including the chance for students to improvise using English, which is frequently used in everyday life, and the encouragement to be more imaginative.

CONCLUSION AND SUGGESTION

Based on the explanation above, it can be concluded that the author wants to perform classroom action research to solve the problem. The author would like to use role play techniques in improving students speak more clearly in class. There are numerous benefits for students in the learning process while using the role-playing technique. Because they have practice in the classroom, students may be more inspired and challenged to speak in English in their daily lives. To receive or share information, we can use spoken or written language, but if we want to express our views clearly, we must speak. Language is a crucial tool for communication. It is crucial for people to have good speaking skills since we may argue that people cannot understand a language if they cannot use it in speech. Role play is a technique that can help students improve their proficiency in the target language, encourage them to talk or engage with others in the classroom, boost motivation, and make the teaching and learning process more fun. The approach of role play can help students improve their proficiency in the target language. It can boost motivation and improve the teaching and learning experience. The findings of numerous scholars' earlier studies provide evidence for this. Therefore, it can be said that role acting is one option for enhancing pupils' speaking abilities.

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