THE EFFECTIVENESS OF ROLE PLAY TECHNIQUES IN TEACHING SPEAKING

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Abstract

This study aims to determine how effective the use of the Role Play method is in the process of learning to speak. In the process of learning to speak English, a teacher must be able to use methods that can improve and facilitate students' speaking in English. The findings show that there are various reasons and effects that stand out from the use of role- play techniques as the main factors affecting students' speaking abilities. The application of this method can have a positive impact on the development of students' speaking achievement in the process of learning English. The study proves that role play is an effective method for improving students' speaking skills in research contexts. This study will help teachers find suitable strategies for incorporating role-play activities into speaking classes so that students have the opportunity to practice English in a more active, dynamic, and creative way.

Key words: Effectiveness, Role-play Techniques, Speaking Skill

INTRODUCTION

According to the Greater Indonesian Dictionary, to speak means to say, speak, talk or generate an opinion (in words, sentences, etc.) or negotiate [1], [2], [3]. The activities we speak of in our daily lives are the needs of humans as social beings [4], [5], [6]. Because all humans are naturally in constant communication with other people [7], [8], [9]. Speaking in general can be interpreted as communicating one's intentions (thoughts, thoughts, feelings) to another person using spoken language so that the other person can understand the intention [10], [11], [12]. Today's learning expect teachers to be able to offer creative ways of learning to offer a variety of unique ways of learning [13], [14], [15]. In addition, teachers need to develop learning methods that are easy for students to understand [16], [17], [18], as it is very important for students to learn creatively and in a fun way so that they do not learn monotonously and rigidly [19], [20], [21]. As many new curriculum are being implemented, teachers need to be more creative in the delivery of learning materials, including the choice of media and methodologies [22], [23], [24].

Role Playing or Bermain Peran is a learning method that uses methods in which students act according to a given role [25], [26], [27]. Students imitate character situations in order to dramatize the actions, expressions, and movements of characters and express them in social relationships [28], [29], [30]. Role-playing is an interesting learning method for speaking test learning as it can assess not only the speaking test but also the student's confidence [31], [32], [33]. This method is expected to help students learn better and more relaxed, and role-playing games can lead to learning experiences such as: Ability to cooperate, communicate, and interpret events [34], [35], [36]. Through role-plays, students explore relationships by demonstrating and discussing them, allowing them to explore emotions, attitudes, values, and problem-solving strategies together [37], [38], [39]. In this explanation, this method also has

the weakness that some students may not understand how to learn using the role-playing method [40], [41], [42]. With this in mind, researchers conducted a study using a role-playing learning method to find out how students responded to this learning method [43], [44], [45].

Nowadays, English skill is important to be used as the way or path to communicate each other [46], [47], [48]. Language is the process or set of processes used to ensure there is agreement between the sender and receiver for meanings assigned to the symbols and the schema for combining them used for each communication [49], [50], [51]. To communicate with others, students need to practice in their daily life because it will improve their ability in speaking [52], [53], [54]. Teachers need to have a technique on teaching speaking to help learners achieve betterment to improve speaking skill [55], [56], [57]. In addition, role play technique is used because students are put into a realistic communication situation which purpose is to sharpen their speaking skills [58], [59], [60].

Role play technique can be applied because many research findings say that this technique is effective to use in teaching speaking [61], [62], [63]. [64], [65], [66] said that Role play is defined as the projection in real life situations with social activities". [67], [68], [69] say, "In a roleplay each player acts as a part of the social environment of the others and provides a framework in which they can test out their repertoire of behaviors or study the interacting behavior of the group" [70], [71], [72]. According to [73], [74], [75], role play is a method of exploring things that impact complex social situations. Students have to participate mentally (relating to the mind, its activity, or its products as an object of study) [76], [77], [78], as opposed to passively listening to the teacher or unthinkingly following directions [79], [80], [81].

   a. **The Definition of speaking**
       Speaking is the oral language activity performed by humans. Speech is the ability to express thoughts, ideas and feelings using clear sounds and words [82], [83]. Speech activity is also a form of human behavior that makes very extensive use of physical, psychological, semantic, and environmental factors, and can be described as a major human tool of social control [84], [85]. As a means of communication, speaking not only conveys the speaker's thoughts to the listener, but also serves a variety of purposes beyond the speaker, depending on what the speaker needs to conduct the conversation. Determining the purpose of speaking means that the activity of speaking needs to be positioned as a means of communicating something to others, including social, expressive, ritualistic, and instrumental purposes [86], [87], [88]. The link between speaking and language skills is evident from the use of linguistic aspects in speaking.

   b. **The Aspects of Speaking**
       When speaking, there are several aspects that must be met. Learner. can be used as a measure of how good our language is No. These are fluency, comprehension, grammar, vocabulary and pronunciation. Description is by Brown (2001 : 406-407) :

1. **Fluent :** It refers to the ability to speak smoothly and easily.

2. **Comprehension :** Comprehension is the student's ability to understand everything the speaker tells them.

3. **Grammar :** Grammar is the way words are arranged into correct sentences.

4. **Vocabulary :** Vocabulary is the basis of language learning. It manifests itself in all language skills.

5. **Pronunciation :** By definition, pronunciation is an important factor language. Therefore, if the student is good, we need pronunciation. Because when they pronounce well, so do they. You will understand what you are talking.

c. **The Definition of Role-play method**

Teaching Competency Criteria. One aspect of that is her mastery of creative and innovative learning methods. One of the innovative learning models intelligent teachers can implement in the classroom is the application of the role-playing learning model [89], [90]. The definition of role-playing learning is a method of learning in which students directly express problems focused on interpersonal issues [91], [92], [93]. Students are given the opportunity to describe or describe the characters being played, while other students are given the task of observing the drama unfolding. and give students the opportunity to express their opinions and criticisms of the material being taught [94], [95].

[96], [97] describe role-playing methods or role-playing performed in an application by asking students to imitate external activities or dramatize situations, ideas, or specific characters. [98] discusses role- play learning. Role-play learning is a method of mastering a subject by developing a student's imagination and comprehension. [99] describes role-playing as a learning method that allows students to role-play in specific scenarios. Students are given role cards to study and practice in role-play situations according to given scenarios.

d. **Reason for Using Role Play**

There are many reasons why teachers use role-playing techniques teach speaking. Role play allows students to play freely and improvise and develop ideas. In addition, many students become more creative and teachers are willing to play their part as they provide opportunities for students explore their behavior [100]. As Duffy quoted on Featherstone and Cummings "imaginative play gives children opportunities to explore and represent actions, roles, relationships, situation, characters from a variety of sources, narratives and stories.

Furthermore, using role play in teaching speaking the students also can train their intellectual, social and imaginative because by using role play students have a chance to train choice and make decisions about the nature and direction of their play. Rogers

quoted on Rogers and Evans "the use of highly structured role play environment raises some important questions about the extent to which children in early childhood settings have the opportunity to exercise choice and to make decisions about the nature and direction of their play".

e. The Advantages and Disadvantages of Role Play

In teaching speaking using Role Play, the students are given a situation in performing their role play and this technique will be effective if the students confident and cooperative. Role play has advantages among others are:

a. The Advantages

1. Can impress with a strong and long-lasting in student memory, in addition to being a pleasant experience also provides knowledge inherent in brain memory.
2. Very interesting for students, making it possible to make the class dynamic and enthusiastic.
3. Awaken the passion and spirit of optimism in students and foster a sense of togetherness.
4. Students can go directly to play something that will be discussed in the learning process.

b. The Disadvantages

1. Role playing requires a relatively long time.
2. Requires high creativity and creativity on the part of both the teacher and students and this is not all teachers have it.
3. Most students who are appointed as cast feel shy to portray a particular scene.
4. If the implementation of role playing fails, not only can it give a bad impression, but at the same time means the learning objectives are not achieved.

METHOD

There are several questions in the questionnaire distributed to the participants to collect their perspective data. The 3 questions are divided into 2 parts. The first part is how participants know the use of the role play method, the researcher uses a Likert scale with 2 questions consisting of (1) yes (2) no, then I ask questions such as asking participants whether the Role Play method has an effect on learning to speak.

Questionnaires were distributed via the chat application (Whatsapp). The researcher provided the survey website link to the participants and asked them to fill out a questionnaire. Researchers can immediately see the participants' responses after the participants have

completed filling out the questionnaire. The researcher will enter the data into the findings data after all the responses have been collected from the survey website. The participants' responses will be analyzed by the researcher to see how students think about the use of the Role Play learning method.

RESULTS AND DISCUSSION

The following section demonstrates the results of the study. An overview of participants' perspectives towards the use and challenges of video conferencing during distance learning can be seen in table below.

This study aims to determine the effectiveness of using role play in learning speaking. In this study, researchers will distribute questionnaires in the form of a website survey to collect data and the results of the questionnaire will be included in the data findings using a qualitative approach. This research involved participants who were students of the students of University in Lampung. More precisely, it involved participants from the 2020 English Education Study Program. Participants consisted of students who were selected as participants for this study. Consists of 5th semester students.

The frequently occurring problem is that students find it difficult to speak in English. Another reason is lack of motivation to practice speaking English. They are also too shy and afraid to speak English in front of people. Sometimes teachers use teaching techniques that which are not make the students interested. Therefore, the appropriate technique is important on teaching English. Many techniques can be applied in teaching English such as talking chip simulation and role play. In this study, the technique that will be investigated is role play.

Role play can provide a kind of hidden practice that students unknowingly use expressions of the material they have been studying. Role playing can give the student pleasure because role playing is basically a game. By play the students will feel happy because the play is a student world. Based on these reasons, the researcher is interested in analyzing the implementation of role play in teaching English. The researcher needs to know if it there any improvisation to make role play technique more effective.

From the results of filling out the questionnaire given to semester 5 students via chat (WhatsApp). Of the 11 people who voted, 10 of them knew and had learned to use the Role Play learning method. The students also feel that using the role play learning method is very effective in learning speaking, because we can improve and practice speaking English with this method. Using Role Play, we do learning to speak by playing a role in a story and focusing on the role played and the dialogue that will be discussed. In learning to speak English, it is necessary to use interesting methods to increase students' interest in speaking English.

CONCLUSION

Role Play strategies are approved to be effective for upgrading students' interest in speaking English. the students who filled out the questionnaire and had studied through role play showed that role play significantly improved speaking English. Thus, Role Play is the right strategy to be implemented in schools to carry out the process of learning to speak English. In the future, role play material must be contextual with students in real life. The role played by students must

be familiar to students. Role play activities can be given in class or outside class. Tools or facilities in role playing are considered effective for building communication.

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