

THE EFFECT OF ROLE PLAY ON IMPROVING STUDENTS' SPEAKING ABILITY: A LIBRARY RESEARCH

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Abstract: *This research aimed to investigate how existing literature discusses the effect of role play as one of teaching technique on students' speaking ability. This is a library research project conducted by critically reading eleven journal articles on the use of role play technique for students as the sources of data. The data were analyzed by implementing role play can improve students' speaking ability. The result of data analysis showed that role play has been proven in the existing literature as a technique that can improve students' speaking ability. The findings show that the use of role play enables the students to formulate and give them a better opportunity to improve their English speaking ability. It is also proven that role play provides the students a chance to explore different situations of real life and enables them to speak accurately and confidently.*

Key Words: *Role Play, Speaking Ability, Improving, Library Research.*

EFEK PENGGUNAAN ROLE PLAY DALAM MENINGKATKAN KEMAMPUAN BERBICARA BAHASA INGGRIS SISWA: TINJAUAN PUSTAKA

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Abstrak: Penelitian ini bertujuan untuk meneliti literatur yang ada dengan mendiskusikan dampak Role Play sebagai salah satu teknik pengajaran yang dapat meningkatkan kemampuan berbicara siswa. Penelitian ini merupakan tinjau pustaka yang dilakukan dengan membaca secara kritis sebelas jurnal yang menggunakan teknik role play bagi siswa sebagai sumber data. Data yang di analisis dengan penerapan role play dapat meningkatkan kemampuan berbicara siswa. Berdasarkan hasil dari penelitian ini role play telah terbukti dalam literatur yang ada sebagai sebuah teknik yang dapat meningkatkan kemampuan berbicara siswa. Penemuan ini menunjukkan kegunaan role play memungkinkan siswa untuk memformulasikan dan memberikan mereka kesempatan yang lebih baik untuk meningkatkan kemampuan berbicara mereka dalam berbahasa Inggris. Ini juga membuktikan bahwa role play menyediakan kesempatan bagi siswa untuk menjelajah situasi yang berbeda-beda di kehidupan nyata dan memungkinkan mereka berbicara secara akurat dan penuh percaya diri.

Kata Kunci: Role Play, Kemampuan Berbicara, Peningkatan, Tinjau Pustaka.

INTRODUCTION

Speaking is perhaps the most fundamental of human skills. As we do it constantly, we do not often stop to examine the processes involved (Kayi, 2006). For most people, the ability to speak a foreign language is synonymous with knowing that language because speech is for them the basic means of human communication. Essentially, being able to speak a foreign language means to have a communicative efficiency.

Richards (2008) claims there are some typical learner's problems in speaking. Those problems are: a). lack of vocabulary, b). poor in grammar, c). poor in pronunciation.

Richards and Renandya (2005) say that since the goal of language teaching is to provide learners with the communicative competence, classroom activities seem to be an important component of a language course. Therefore, the teacher should consider some aspects in designing and administering such activities which can make the students easier to learn.

Bailey (2005: 137) states that role play and simulation are extremely important for several reasons. First, students can tell the topic before they perform their speech. Second, role play can give students a good chance to try out their English speaking skill in a safe environment. Third, in role play or simulation, students have opportunity to try again and they redo the interaction with improvements.

Brown (2004: 174) stated that "role play is a popular pedagogical activity in communicative language teaching classes, within constraints set forth by guidelines, it frees students to be somewhat creative in their linguistic output. In some versions, role play debate allow some rehearsal time so that students can map out what they are going to say". From this statement the teacher knows that using role play debate helps his students' to be more active and gives a good boost on their learning motivation. In integrated evaluation classroom context and daily activity based on their mother tongue without leaving English language learning context.

Based on the previous explanation, it is necessary to conduct a systematic investigation on how literature discusses the effects of role play on improving students' speaking ability. Therefore, this study aims to answer a research question "does role play affect students' speaking ability? and in what ways does role play activity affect student's speaking ability?"

RESEARCH METHODOLOGY

In this research, the researcher used a library research. Library research can defined as a research that supposed to collect data and information through journals. In addition, the data that has been found with library research could be the base and main tool for the researcher (Mardalis, 2016).

In this research, the data was in the form of journals and previous research studies as a primary data source. In this case, there are eleven primary data sources were used. The data can be seen as follows:

The Data Sources
Developing Students' Speaking Skills through Role-Play by Anna Kuśnierek, 2015.
Improving Students' Speaking Ability in Class through Role Play Technique by Andri Abdul Basit, 2018
An Analysis of Student Speaking Skill Using Role Play Method by Fifa Lestari, Fitri Andini Sridatun, 2020
Improving English Speaking by Using Role-Play to Seventh Grade of SMPN 8 Cimahi by Andri Abdul Basit, 2017
The Use of Role Play to Improve Speaking Skill for Grade XI of SMK SANGKURIANG 2 Cimahi by Agung Gumelar, Aditya Dwi Sugara, 2019
The Effect of Role Play Toward Students' Speaking Skill (an Experiment Study at Grade XI IPA High School 1 Batang Anai, Padang Pariaman Regency, West Sumatera, Indonesia) by Yulia Yuliana, Muhammad Kristiawan and Tatit Suhartie, 2014
The Effect of Role-playing Technique Applied on Students' Speaking Competence by Kartika Marta Budiana, 2013.
The Effectiveness of Role Play in Teaching Speaking by Lilis Suryani, 2015
The Effectiveness of Role Play in Teaching Speaking at the Eight Grade Students of MTs Nurul Falah Kota Cimahi by Hernayah, Rifqi Fadlurrahman Syaubari, Acep Haryudin, 2019
The Implementation of Role Play to Improve EFL Speaking Skill of the Second Semester Students of Akademi Bahasa Asing Balikpapan by Muhammad Rochman, 2014
The Use of Role Play to Improve Students' Speaking Skill by Dela Octavia Ayuningtyas, Wulandari, Yana, 2019

One of the most straightforward ways why the researcher uses these eleven journals is they are all credible to what researcher has read and cited because all the journals have those credible characteristics, such as: authors, publishers and all the contact is and information are provided with updated website. The researcher also use national online databases such as; ISSN, ETERNAL, IJEE, PROJECT and Neliti as tools to help researcher and after collected the data, then the data will be analyzed to get the conclusion. While the researcher was collecting the data, the researcher automatically did analysis too. After looking at these journals, the writer decide to analyze each journal and describe the main point through the blueprint and find the differences or to find out is role play can affect students' speaking skills. before making the conclusion, with *role play*, *speaking*, and *improving* as the keywords through Google search engine. As another concern, the researcher took the journals which in the last 10 years.

The analysis is classified into descriptive analysis and content analysis. In the process of descriptive analysis, the writer organized the articles into: general information, research questions, theories, methodology, findings, and suggestions. Meanwhile, in the process of taking notes the writer highlighted the table for the process of unit analysis.

RESEARCH FINDINGS

The result of analysis shows that the background of the studies is as follows:

The Data Sources	Content Analysis Result
Developing Students' Speaking Skills through Role-Play by Anna Kuśnierek, 2015.	<p>Role play can stimulate the students in real world and it gives learners an opportunity to practice communicating in different social context and different social roles.</p>
Improving Students' Speaking Ability in Class through Role Play Technique by Andri Abdul Basit, 2018	<p>Role play develops learners' fluency in speaking and it can boost students' interaction in the classroom.</p>
An Analysis of Student Speaking Skill Using Role Play Method by Fifa Lestari, Fitri Andini Sridatun, 2020	<p>The utilization of role play in teaching speaking is sort of effective, makes the speaking and learning activity a lot of pleasant and attention-grabbing.</p>
Improving English Speaking by Using Role-Play to Seventh Grade of SMPN 8 Cimahi by Andri Abdul Basit, 2017	<p>Role playing enable the students to express their feeling that can not be recognize without reflect to the other person with the aim to reduce emotional problem.</p>
The Use of Role Play to Improve Speaking Skill for Grade XI of SMK SANGKURIANG 2 Cimahi by Agung Gumelar, Aditya Dwi Sugara, 2019	<p>The role playing technique is a method of instruction in which participants act out designated role relevant to real-life situation.</p> <p>Role play would seem to be the ideal activity in which students could use their English creatively and it aimed to stimulate a conversation situation in which students might found themselves and gave them an opportunity to practice and develop their communication skill.</p> <p>Role play helps students learn the skills that they need to accommodate with their future career.</p>

The Data Sources	Content Analysis Result
<p>The Effect of Role Play Toward Students' Speaking Skill (an Experiment Study at Grade XI IPA High School 1 Batang Anai, Padang Pariaman Regency, West Sumatera, Indonesia) by Yulia Yuliana, Muhammad Kristiawan and Tatit Suhartie, 2014</p>	<p>Role play is important in the communicative approach because it gives the learners an opportunity to practice how to communicate in different social contexts and different social roles.</p> <p>Role play helps the students' to improve their speaking competence as well as their learning motivation.</p>
<p>The Effect of Role-playing Technique Applied on Students' Speaking Competence by Kartika Marta Budiana, 2013.</p>	<p>Using role play, the students can express their idea, opinion, and feeling well in their performance without being worried to make mistake.</p>
<p>The Effectiveness of Role Play in Teaching Speaking by Lilis Suryani, 2015</p>	<p>Role play is not only used for interactive teaching in the classroom but also to stimulate students in real life situations.</p>
<p>The Effectiveness of Role Play in Teaching Speaking at the Eight Grade Students of MTs Nurul Falah Kota Cimahi by Hernayah, Rifqi Fadlurrahman Syaubari, Acep Haryudin, 2019</p>	
<p>The Implementation of Role Play to Improve EFL Speaking Skill of the Second Semester Students of Akademi Bahasa Asing Balikpapan by Muhammad Rochman, 2014</p>	
<p>The Use of Role Play to Improve Students' Speaking Skill by Dela Octavia Ayuningtyas, Wulandari, Yana, 2019</p>	

DISCUSSION

In this research the writer was interested in speaking especially role play. For this purpose the writer were concerned on several journals on their: research questions/ observation/aims, methodology, and findings. The analysis was conducted through descriptive and content analysis. The objective of this research was to find out how the use of role play on students' speaking ability.

Research Questions/ objective	Methodology	Findings
to find if there is a development in students' speaking skills by implementing role-play activity at Lower Secondary School number 1 in Leszno.	the research design of this research was an action class research Participants: 16 students for second grade in Lower Secondary School number 1 in Leszno academic year 2015/2016.	role play debate motivate students' to discipline about time and try to cooperate with their friends, they also claimed their speaking skill increased.
this research was aimed at knowing the effect of role play towards students' speaking skill. The experimental class was taught by Role Play while the control was taught by information gap High School 1 Batang Anai, Padang, Pariaman Regency, West Sumatera, Indonesia.	this research was experimental approach Participant: The total subject of this research were 62 students of Natural Science (IPA) who were enrolled in the academic year 2013/2014.	the researcher found that the students have worked together to achieve purpose. The students more feel confidence in using the language and the students active in teaching and learning process.
the focus of this study generally is to see how is the effect of the Role Playing teaching technique applied to the students' speaking competence class at Junior High 2 Level at YPIA English Course Jalan Sumatera Branch, Surabaya.	this study uses quantitative approach, specifically the experimental one. The subjects are the students of Junior High 2 level book program in YPIA English Course, Jalan Sumatera Branch, Surabaya in the academic year 2019/2020. The instruments to get the data are the oral test and questionnaire for the discussion.	from the score result of the experimental student, it can be seen that there are positive significant gained score that gotten by the students between before and after the role play. It shows that role playing applied as the treatment give a good effect in speaking skill.
to know the effect of using role play in teaching speaking for eighth grade students of one junior high school	this research used pre experimental as design. The writer used one group pre test and post test design. 8A class was used to be sample of the	related to the results and discussions elaborated in the previous explanation, it can be concluded that role play is effective in

in Subang.	research. There were 30 students, 13 boys and 17 girls students. instruments; obtained data were analyzed by using SPSS 20.	teaching speaking. There was a significant difference scores between pre test and post test. Therefore, role play was effective in teaching speaking and it can be one of alternative techniques in teaching speaking.
the aim of this research was carried out to find the effectiveness of using Role Play in teaching speaking for second grade of junior high school at MTs Nurul Falah Kota Cimahi whether there is significance different in speaking achievement of the students who are taught without using a role play.	in this analysis was quantitative analysis through similar experimental study by mistreatment pre-test and post-test style. The subject of the study were 33 students and the sample of population collected from second grade in junior high school. This research use Quantitative Method by SPSS for collecting the data.	from the result of the analysis the students' score of speaking is improve. It's as a result of role play helps the back students by providing a chance, wherever students with problem in oral communication are ligated.
the researcher will focus on the implementation of role play to improve the EFL speaking skill of the Second Semester students of ABA Balikpapan.	the design employed in this study was classroom action research. The action research. This research study was conducted at ABA Balikpapan. There was one class for second semester. Observation checklist, field notes, and questionnaire were the main instruments in this research	role play technique was able to create a good, interesting, and challenging class atmosphere. Such atmosphere was very beneficial for students to have more initiative to express their ideas using English orally. It was also proved by the questionnaire given to the students after the implementation of the Role-Play technique. According to the result of the questionnaire gained by the researcher, all students felt happy and interested in joining the Role-Play activities. Besides, they said that Role-Play activities were challenging

		and effective in improving their English speaking skill.
the researcher would like to know the result of developing role play as one of teaching speaking technique to solve students' speaking problem of seven graders of SMPN 8 Cimahi in academic year 2016/2017	here the writer uses design model of action research by Kemmis and McTaggart design. The main concept of the action research by Kemmis and McTaggart design consists of four components, they are planning, acting, observing, and reflecting.	role play activities give students practice communicating in authentic ways and situations. This will give them more confidence when presented with those scenarios when they are outside of class.
the researcher wanted to find the effectiveness of role play method toward the students' motivation in English conversation for the first grade students at MTs As'adiyah No. 49 Bola Aserae – Belawa academic year 2016/2017	this research was pre-experimental method with one group pre-test and post-test design. There were three designs in pre-experimental design; one shot case study, pre-test and post-test, and static group comparison. This research employed one group pre-test and post-test design. In this research, the subject of rearch was one group class.	role play method gives some experiences to the students' seeing that they involved in playing their role in English conversation directly and the students practiced speaking ability in front of their friends and grew their confidence while speaking in front of the class and this method practiced the students ability to express their idea and communicated each other.
the researcher wanted to see how effective role play as one of teaching methods used in common classes, and possibility of role play helps students learn the skills that they need to accommodate with their future career XI grade of SMK Sangkuriang 2 Cimahi in the 2018/2019 academic year.	this research was in the method of action research. The subjects of this research were 22 Male and 14 female students who belonged to Hotel Class 3 of XI SMK Sangkuriang 2 Cimahi in the 2018/2019 academic year. The research study was carried out at the first semester of the 2018/2019 academic year. The researcher conducted four steps in action research: planning, action, observation and reflection.	having role play the activities in the classroom, the students had better speaking skills because they had more chances to practice their English. Role play successfully attract the students' interest and motivation to actively participate in the English classroom. It succesfully improved the students' speaking ability. They did not get bored because role play provided fun and enjoyable activities.
the researcher wanted to find out whether role	in this research, the researcher used descriptive qualitative.	in this study, the students give their different

<p>play techniques can improve students' speaking skill or not based on five participants in IKIP Siliwangi Bandung.</p>	<p>This study is conducted in IKIP Siliwangi Bandung. There are five participants in the research. All data were collected from data collections are analyzed gradually.</p>	<p>personal opinion, each opinion were different from one another. S1 argues that English is the second language or commonly called the international language of English is also always used as a modern language by children today. Whereas S2 said English could help us to speak and also as a speaking exercise so that we understood when foreigners asked us. S3 adds the opinion that English is a world-wide language or can be called international. Then S4 explains that English is a language that is often used when there are meetings between countries and languages that are often used by students. And the explanation from the S5 is also almost the same as the other explanation that English is important to us because some companies are looking for people who can speak English.</p>
<p>in this research, the researcher aims to know how role play can contribute in teaching speaking for students' in SMKN 3 Karawang in academic years 2017 – 2018, and how far role play contribute the development of this research.</p>	<p>this research used Classroom Action Research. Role play can be trusted to help students speaking ability. The population of the research were the students at SMKN 3 Karawang in Academic years 2017 – 2018. The total population of students in this academic years is 300 Students. The number of sample was 30 students. The data was gathered from test and observation.</p>	<p>the test is given in preliminary studies, Cycle I, and Cycle II. From the revised teaching strategy in Cycle II, it was found that role playing techniques would further improve English speaking skills. Third, playing a role can foster confidence in students to speak English. The results of observations show that students can active participate in teaching and learning activities carried out using</p>

		role playing techniques. Fourth, active participation in student learning shows that they will be able to build their enthusiasm in learning. Thus, it can be seen from the results of the role playing performance of students who can be good technical choices in teaching and improving English speaking skills.
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Through several proven datas role play showed significant improvement for students in learning speaking. The study also revealed that the students were extremely satisfied with this technique. It enables the students to formulate their turns and give them a better opportunity to improve their English speaking. The result of those studies revealed that the role play technique is effective technique to be used to increase students' speaking skill and as one of teaching speaking method. In a few words, we can say that role play technique has positive impact in improving learners' speaking skills as it gives the students a chance to explore different situations of real life and enables them to speak accurately and confidently in that situation in the target language.

CONCLUSION AND RECOMMENDATION

Conclusion

The research was conducted by using one main journal and some supporting journals to see whether role play can be used in class and students can join the activity actively and effectively. The finding of this study also strengthen every journals' result showed that the role play can increase students' speaking skills, students more feel confidence in using the language and the students active in teaching and learning process. Through several proven data role play showed significant improvement for students in learning speaking. The study also revealed that the students were extremely satisfied with this technique. In a few words, we can say that role play technique has positive impact in improving learners' speaking skills as it gives the students a chance to explore different situations of real life and enables them to speak accurately and confidently in that situation in the target language. Although during role play in a large class room, the situation gets chaotic and the performers sometimes forget their dialogues, eventually with the help of little feedback from the teachers and friends, this problem can be resolved.

Recommendations

The finding of this study shows that role play can improve students' speaking ability. Based on the result of this study, it is expected that it can be used as basic information or reference to conducting other researches because role play debate also allows students to perform based on the role they got and imagining to put themselves in other people's position. It is also suggested for further researchers to apply role play for other skills and other kinds activities in learning English.

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