The Use of a Role-Playing Learning Model for Teaching Speaking of the Eighth Grade Students

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Abstract: This study aims to determine how teachers apply the Role-Playing learning model for teaching speaking of the eight grade students at SMP Muhammadiyah 8 Tanggulangin. In addition, the study also scrutinizes how students perceive if this method is applied in speaking class. Some of the eighth graders still do not master English. The situation is due to several factors from students, such as students' lack of confidence to speak English and lack of vocabulary knowledge, so students feel insecure when they want to speak English. Most of them need help speaking a foreign language since it differs from their everyday language. They need to be more confident in speaking English. In this study, the researchers used qualitative methods to describe the results of their research using observations and interviews. This research shows that teaching speaking with the role-playing model is very effective as a medium for teaching and learning English. Using the roleplaying model, students become more motivated and active in class.

Keywords: speaking, role-playing learning model

Introduction

In recent years, language teaching has focused on the learning process than language teaching. Many English teachers are exploring and trying out new and innovative practices in the classroom. They turn to dialogue, open scenarios, and role-playing games. Likewise, students must have the courage to speak with teachers and friends in and out of the class. In speaking, there are two aspects: linguistic aspects and non-linguistic aspects. Linguistic factors include pronunciation, vocabulary, and structure, while non-linguistic elements include: material, fluency, and style. Speaking ability is a process of sharing and constructing meaning using verbal and nonverbal symbols in different situations (Chaney & Burk, 1998). Speaking is also an interactive process for creating meaning that involves interacting and receiving and processing information (Brown, 2000). Speaking is a crucial ability since it allows for effective communication with others. Speakers must be aware of their intended message and employ language skills or other knowledge to ensure listeners accept and understand their message (Goh, 2016).

According to a Nunan, speaking is a valuable oral talent that involves creating orderly vocal utterances to express ideas (Nunan, 2003). Language proficiency is measured by effective speaking. Speaking means using words in a regular voice, uttering them, utilizing a language, expressing oneself verbally, and giving speeches (Lado, 1961). Speaking is the use of spoken words to convey meaning in daily life. Speaking is also one of the most complex skills for pupils to master. It is not unexpected when one considers all that goes into speaking—ideas, what to say, language, proper syntax and vocabulary usage, pronunciation, and listening to and responding to the other person (Pollard, 2008).

According to Uno & Hamzah (2012) that this role playing learning model was pioneered by George Shaftel who assumed that by playing a role students would get encouragement to express feelings and lead to awareness through spontaneous involvement accompanied by analysis of real life problem situations. The role-playing learning model according to other experts can be said to be the same as Sosiodrama which basically dramatizes behavior in relation to social problems (Djamarah et al., 2006). Playing a role or role playing in principle is learning by presenting existing roles in the real world into a role performance in the classroom which is then used as material for reflection so that students can provide an assessment of the learning that has been carried out and then provide suggestions/alternative opinions. for the development of these roles. Based on some of the meanings of role playing above, it can be concluded that the roleplay model is a learning model by assigning students to play a character in the material or events expressed in the form of a simple story that has been designed by the teacher.

Based on the observations in class VIII at SMP Muhammadiyah 8 Tanggulangin, students were still having difficulty speaking English. The condition is due to several factors from students, such as a lack of confidence in students to speak English and a lack of knowledge of vocabulary. As a result, when pupils wish to speak English, they feel uneasy.

In the teaching and learning process, some students listened carefully to the material explained by the teacher, while some students looked unfocused. Students are uninterested in English subjects and need help understanding the material being studied. Also, given that English is not the mother tongue of most students.

Many students feel bored when learning English subjects. Sometimes students are sleepy and do not focus on the learning process. The Role-Playing learning model can be an alternative to overcome the problems above. Role play is a game where students play a character in front of the class with other friends with material the previous teacher has explained. Other students are tasked with watching the drama unfold while pupils are given a chance to characterize or reveal the personalities being performed. It would be fun to participate in one of the group games. Although some attempts have been made to see role-playing as a gaming activity (Thiele & Mackay, 2001), it is frequently regarded as a game system (Hakkarainen & Stenros, 2002). A case can be made that any formal game system can serve as the foundation for the role-playing process, given that the players adopt the right mentality (Ladousse, 1997).

One of the studies investigating about the use of role-playing in teaching speaking is the study completed by Afdilla, which studied the effectiveness of using role-play in teaching speaking skills (Afdillah AA, 2015). Using role-play in developing speaking skills is beneficial, and the hypothesis tested can be accepted when the researcher does the t-test to examine the data. The T value (observation) is 7.49, and the degree of freedom (df) is 54. Afdilla's research has similarities with this present research. Both studies use the role-play learning model, and the skill studied is speaking. Moreover, the studies use qualitative research.

The difference between the two reasearch is about the research objects. Afdilla's study examines the seventh-grade students at SMPN 244 North Jakarta, while the present study was conducted at SMP Muhammadiyah 8 Tanggulangin, Sidoarjo. Besides, the present study has different purposes from the previous research. The goals of the present study are to find out how teachers apply the role-playing learning model in speaking class and to know how the students' perceptions relate to the use of role-play in the speaking class.

Methodology

This research is a qualitative descriptive study. According to Hancock et al., qualitative research aims to create explanations for social events (Hancock et al., 2009). Descriptive research is used to analyze situations without changing them during the teaching and learning process.

The subject of this study was an male of English teacher at SMP Muhammdiyah 8 Tanggulangin. She is a teacher who is educated in the appropriate field, namely a bachelor's degree in English education and has deep experience in the world of education. from the results of the interviews that the researchers conducted, the teacher had taught at SMP

Muhammadiyah 8 Tanggulangin for approximately 10 years. Furthermore, the writer observes and describes the actual situation in this type of research. Moreover, qualitative research is characterized by its aims, which are concerned with understanding some aspects of social life, and these methods, in general, are not numbers, are data for analysis (Patton & Cochran, 2002). That is, researchers should establish hypotheses but only observe what is there during the activity.

This study uses two instruments, namely observation and interviews. In observation, the writers observes and describes the actual situation in this type of research. This research takes 3 days to conduct research. On the first day the researcher conducted an interview with one of the English teachers at the school. Then on the second day the researcher made observations in class to see how the teacher implemented Role-Playing in class. After making observations, the researcher conducted interviews with two class VIII students to ask about perceptions about implementing Role-Play in class. For the last day the researcher conducted interviews with 4 class VIII students to complete data collection. Explain how qualitative research is distinguished by its purpose, which involves understanding specific areas of social life, and its general methodology, which uses words rather than numbers as a basis for analysis. This suggests that the researcher observes what happens during the activity rather than setting out to test any hypothesis (Hidayati, 2015).

Day 1	On the first day the researcher conducted an interview with the male English teacher
Day 2	The researcher made observations in class with the teacher. Then, the researcher conducted an interview session with several students
Day 3	On the last day the researcher continued the interview session with 4 students

Moreover, interviews were conducted as exchange conversations, obtaining verbal answers to questions added orally in a meeting. The interview consisted of several questions during the implementation of the role-play teaching method in speaking skills in the classroom, and all questions were given to the one teacher and six students. It can be personal, such as face-to-face or over the phone.

Result and Discussion
Step of the role-playing learning model for teaching speaking

According to the English teacher at SMP Muhammadiyah 8 Tanggulangin (Mr.M) for eighth graders, the teaching speaking skills steps through the role-play learning model are:

"First, I will give the material to the students and then explain the material that will be studied today. If in the material there is material to be used as a dialogue, I will apply the role-playing method. For the implementation of this roleplaying game itself, I will divide into four groups which I will draw myself through attendance. Meanwhile, the number

of students in one group is 6-7. Then they will discuss the material I have explained with their respective groups. If they have made a dialogue, I will appoint a group to role-play in front of the class. Sometimes some students take the initiative to come forward wanting to present first. All groups will take turns to come forward and present their results. Then, if the group has presented the results, I will conclude from the teaching and learning activities results."

The teacher took some actions, as seen in the interview up above. Typically, the writers ask all of the role-players why they carried out particular tasks or said specific things during the scenario's preparation, implementation, and assessment phases.

The study discovered that this role-playing step is planned based on observations made in the classroom, indicating that a learning plan includes the planning of the learning process. Before the teacher starts teaching, the lesson plan is at its most useful. The lesson plan explains how learning is managed to develop one or more of the curriculum's fundamental skills. Pre-activities, whilst activities, and post-activities are the three stages that make up the implementation stage.

Pre-Activities	- The teacher greets the students in the morning/afternoon
	- The teacher asks the previous subject matter to students
	- Teacher to prepare a scenario that will be displayed in the role play.
	- The teacher explains the introduction material to students.
	- Teacher appoints several students to study the scenario before the implementation of the role playing activity begins.
Whilst Activities	- Teacher forms a group consisting of 4-5 people.
	- The teacher provides an explanation of the learning to be achieved.
Post Activities	- Teacher calls the students who have been appointed to play the scenario that has been prepared. Each student is in their respective group and observes the scenario that is being carried out.
	- Each group to present their conclusions.
	- Teacher provides conclusions from the results of teaching and learning activities.

Mr. M claims that this strategy may teach speaking abilities more successfully and produces a lively classroom environment. This role-playing strategy is virtually always used successfully by pupils, not just one or two. Even so, it can be accepted that some students still need help applying this technique correctly. This method allows kids to have fun and demonstrates their creativity and sense of responsibility by teaching them how to play their roles well or be other people, such as teachers and students, police and thieves, and doctors and patients. To inspire themselves to speak English in class, students might also be more engaged and imaginative. Yet, the objectives outlined by Mr. M are crucial for

researchers as well, including the ability of students to practice speaking English, the courage to communicate their emotions or roles in English, and the ability of students to feel at ease and happy in the classroom. It would be excellent if this strategy could be used and thoroughly examined.

Based on the observation, the students were quite excited about implementing the role-playing role model in the speaking classroom. Students got never bored and may repeatedly practice speaking in class. This approach was also different from activities conducted in the classroom previously. After some interviews with students, some showed much interest in the role-playing learning model Mr. M implemented in class.

Students' perceptions of the role-playing learning model for teaching speaking

According to the eighth-grade students of SMP Muhammadiyah 8 Tanggulangin, there were several perceptions of some of the students the researchers interviewed. Some students feel happy with the role-play given by the teacher, and some students also find it challenging to portray the characters they play. It was also supported by one of the students of the eight who liked English lessons (PTR); she said:

"I think this game is not too difficult to play because the teacher explains in detail what we must do from each dialogue.

In addition, this role-playing game can increase my confidence in speaking English and my vocabulary."

From the interview above, this role-play also assisted him in expanding her vocabulary, and the teacher instructed the students on how to play a role effectively. In this way, pupils may effectively master the content. One student named LT also said:

"In my opinion, this role-playing game is enjoyable in class. Even though I wouldn't say I like English lessons, this game can help me develop. This game is also very effective because it helps increase my confidence to appear in front of the class."

This role-playing exercise, together with the interview mentioned above, aids her in developing her confidence. The eighth-grade student (CL) supported the other, saying:

"This role-playing exercise, in my opinion, significantly improves my ability to speak English, ma'am. Typically, speaking in English makes me shy and afraid. But since everyone uses this strategy and performs in front of the class, I feel more courageous and confident now. In reality, I picked up a lot from my pals, whether it was how to express something, what it meant in English, or even how to play a part."

Some students also sometimes feel nervous about appearing in front of the class, as stated by one of the students.

"Yes, sometimes I feel a little nervous about appearing in front of the class because the teacher doesn't allow us to bring the dialogue script to the front of the class and have to memorize it." LT also said:

"I also feel very nervous when I'm in front of the class because I feel embarrassed because I'm afraid there will be a mispronunciation and also being seen by many friends from the bench. But I try to fight that and enjoy the character I'm playing."

According to the interview above, the students appeared content and more excited about learning English through role-playing. This teaching strategy has been of considerable assistance to them. They feel that utilizing this method combines both learning English and playing, starting with expanding vocabulary, honing pronunciation, being less timid when speaking English in front of the class, being able to practice how to play parts, and training students' duties due to the character-appropriate acting and pronunciation. To encourage pupils to learn English and practice speaking it, the teacher uses this strategy to make the class more engaging and innovative.

Besides that, some students did not like this role-playing game. One of them stated that learning English is complicated to understand. He found it challenging to memorize dialogue scripts because some vocabulary words needed to be clearer to pronounce. There was also a student who disliked English lessons, and according to him, this role-playing game could have been more effective.

"I don't like learning English because I think English lessons are challenging to understand. The words are complicated to pronounce, and the author is also difficult to read."

These are some of the reasons students don't like English lessons. The student feels that English is difficult to learn because many aspects are challenging for students to understand. According to him, learning English using RolePlaying games alone is less effective to apply in the classroom. He felt there was no progress on his own in understanding English lessons. As said by the student (Y) from class VIII:

"I feel there is no progress in understanding English lessons. Even when Mr. M implemented role-playing games in class, I was afraid to come to the front of the class because I couldn't pronounce and memorize English texts correctly. It embarrassed me because many friends were watching from the bench."

The role-playing learning model is a learning tool to reduce student boredom and foster a welcoming learning environment. Role-playing lessons are designed to make learning English easier for students so that they may stay motivated and not become bored quickly after comprehending the teacher's content. The outcomes of the interviews the researchers had with several students show this. According to these interviews, students are motivated and happy when the teacher assigns games when they get disinterested in the subject matter.

According to the study that has been done, adopting the role-playing paradigm in the classroom improves students' speaking abilities. It is known through the results of interviews regarding their perceptions after the teacher gave the role-playing method in the class. Students feel that with this game, they have experienced a lot of improvement in their

English lessons. Through the role-playing learning model, students can increase their vocabulary and selfconfidence in speaking English. Students also feel more motivated and concentrated while learning.

The results of the present study is in line with the results of the following previous studies. The first study was performed by Hidayati (2015). The result showed that the students' speaking abilities improved. Based on their mean test score of 63.30, thirteen students, or 36.11 percent of the cohort, they passed the minimum completeness criteria in the first cycle post-test. Thirty-two pupils, or 88% of the class, passed the minimum completeness criteria based on their mean score of 71.80 on the cycle two post-test. The scores on the pre-test, post-test 1, and post-test 2 indicated that the students had made significant progress. It became evident that there were rising scores on the post-test.

Another researcher who applied a role-playing method in speaking class was Ruslan (Kaban et al., 2022). He reported that the students could expand their vocabulary and communicate more fluently. Also, their confidence has grown. Also, role-playing inspires and enthuses them to participate in the following action. Moreover, role play has a favorable impact on pupils' feelings. Most experienced anxiety, but they can adjust to the situation over time. Even one of them finds it challenging to accommodate her feelings toward the circumstances of the teacher's role-playing approach to instruction. Roleplaying, one of the teacher's methods, can help pupils' confidence.

The other research that used the role-playing method in teaching speaking was Kaban's et al. (2022) study According to the findings of the observations and interviews, there are five advantages to employing the role-playing method to help STIKes Flora nursing students improve their speaking abilities. The first is role-playing aids in students' easy comprehension of the subject presented. Second, role-playing exercises help students become more assured when communicating in English. Third, role-playing provides nursing students with a variety of experiences that they can use as nurses in the real world. Fourth, it promotes an upbeat environment in the classroom so that kids will enjoy the lesson. Fifth, it fosters student inventiveness. According to the study's findings, the role-playing technique can help students enhance their speaking skills effectively.

It is clear that role-playing in the classroom as a method of teaching speaking skills is beneficial since it helps students with trouble picking up the English language. Using the role-playing learning model, students can participate in class, learn new vocabulary, and gain confidence in speaking English. The role-playing method can aid students' learning by adapting the information to be studied.

Conclusion

Based on findings from qualitative research utilizing observational methods and interviews, implementing teaching speaking using a role-playing learning model in the eighth-grade students at SMP Muhammadiyah 8 Tanggulangin for the academic year 2021–

2022, the following conclusions are drawn. The three most crucial instructional steps in implementing the model are pre-activity, primary activity, and post-activity.

The eighth-grade students at SMP Muhammadiyah 8 Tanggulangin in the academic year 2021– 2022 perceived the role–playing learning model for teaching speaking as making them happier and more passionate about learning English through role-play. This teaching technique has been quite beneficial to them. Students believe this method incorporates learning English and playing because of the acting and pronunciation based on the character picked. Other advantages include developing vocabulary, practicing pronunciation, becoming more confident in speaking English in front of the class, not being bashful, and being able to practice playing parts. The teacher uses this method to make the lesson more engaging and unique, motivating students to learn English and practice speaking it. Although the teacher has used the role-playing game method in the class, some students say they still have difficulty understanding English.

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