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Improving Students' Speaking Skill Using Role-Play Method: Study Case In Lubna Children, Central Lombok.

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Abstract.*This article presents a study conducted at Lubna Children, Central Lombok, Indonesia. This article aims to discuss the use of role-play method in improving students' speaking skills. This study uses a qualitative research design with a case study approach. Data was collected through class observation and students' speaking tests before and after the application of the role-play method. This research has provided several significant findings related to the application of the role-play method in improving students' speaking skills at Lubna Children, Central Lombok. Role-play method in this study has proven its effectiveness in improving students' speaking skills at Lubna Children, Central Lombok. The role-play method can be considered an interesting and effective alternative for improving students' speaking skills in an educational setting.*

Keywords: *Speaking skill, English student, Role-play method.*

Abstrak.Artikel ini menyajikan penelitian yang dilakukan di Lubna Children, Lombok Tengah, Indonesia. Artikel ini bertujuan untuk membahas penggunaan metode role-play dalam meningkatkan keterampilan berbicara siswa. Penelitian ini menggunakan desain penelitian kualitatif dengan pendekatan studi kasus. Data dikumpulkan melalui observasi kelas dan tes berbicara siswa sebelum dan sesudah penerapan metode role-play. Penelitian ini telah memberikan beberapa temuan signifikan terkait penerapan metode role play dalam meningkatkan keterampilan berbicara siswa di Lubna Children Lombok Tengah. Metode role play dalam penelitian ini telah terbukti efektifitasnya dalam meningkatkan keterampilan berbicara siswa di Lubna Children Lombok Tengah. Metode role-play dapat dianggap sebagai alternatif yang menarik dan efektif untuk meningkatkan keterampilan berbicara siswa dalam lingkungan pendidikan.

Kata kunci: Kemampuan berbicara, siswa bahasa inggris, metode role-play

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A. INTRODUCTION

1. Background

In learning of English there are four skills basic that we must be understood, they are speaking, listening, reading, and writing. The ability to speak is one of the important aspects of language learning. Students who are proficient in speaking will be able to communicate ideas, opinions, and information more smoothly and effectively. However, it cannot be denied that many students experience difficulties in developing their speaking skills. This can be caused by various factors, such as a lack of opportunities to speak the target language outside of class, low self-esteem, or a lack of active interaction with peers in the language.

In the field of education, there are various methods and techniques used to enhance students' learning experiences and skills. One such method is the role-play method, which has shown to be effective in improving students' speaking skills. Role-play is a pedagogical activity that involves students taking on specific roles and engaging in simulated conversations or scenarios.

The role-play method has been known as an effective approach in improving students' speaking skills. With this method, students act as certain characters and are involved in various communicative situations. This study aims to explore the use of the role-play method in improving students' speaking skills at Lubna Children, Central Lombok.

This article aims to discuss the use of role-play method in improving students' speaking skills, with a specific focus on a case study conducted in Lubna Children, Central Lombok. Role-play method has been proven to contribute positively towards the improvement of students' speaking skills.

According to research conducted by Nurchalis et al, students are enthusiastic when engaging in role-play activities as they have the opportunity to think creatively and act out their assigned roles. (Nurchalis, Selviana, & Riza, 2019)

This not only helps them improve their speaking skills but also enhances their overall communication abilities. Furthermore, Akter's study on tertiary level students in Bangladesh found that role-play is one of the best ways to develop communicative competence.

B. RESEARCH OF METHOD

This study uses a qualitative research design with a case study approach. Data was collected through class observation and students' speaking tests before and after the application of the role-play method. Students who participated in this study were students at Lubna Children, Central Lombok, with an age range of 12-15 years. Qualitative research is a research process to understand human or social phenomena by creating a comprehensive and complex picture that can be presented in words, reporting detailed views obtained from informant sources, and carried out in natural settings. (Walidain, Saifullah, & Tabrani, 2015)

The application of the role-play method is carried out for two weeks, in which students periodically participate in different role-playing activities, which are designed to improve various aspects of speaking skills, such as pronunciation, vocabulary, grammar, and language expression.

C. FINDING AND DISCUSSION

1. Findings

Before conducting research and practicing the role-play method, the researcher conducted an oral test as a comparison between before carrying out the role-play method and after implementing it for two weeks. The questions we present are classified as basic, here we present a table of questions.

NO.	QUESTION
1.	What is your name?
2.	Where do you come from?
3.	Could you spell your name?
4.	What is your favorite food?
5.	What is your favorite color?
6.	What color is this?
7.	What is your hobby?
8.	What is your parent’s Profesi?
9.	Do you have brother/sister? What is his/her name?
10	Do you like Korean movie? Why you like/dislike it?

After carrying out the role-play method in the learning process with the following steps:

a. **Choose a Theme and Situation**: Select a relevant theme or topic related to the subject matter or learning objectives. For instance, if you're teaching English, the theme could be ordering food at a restaurant, conversing with coworkers in the workplace, or other social situations. Pick engaging and interesting scenarios to encourage active participation.
b. **Create Roles and Characters**: Design characters that fit the chosen theme and situation. Define the roles each character will play in the communicative interaction. Ensure that each student has a unique role so that they can interact with each other.
c. **Explain the Roles**: Before starting the role-play, explain the roles and characters to the students. Provide information about the background, personality, and responsibilities of each character in the communicative situation. Ensure that students understand their tasks and responsibilities.
d. **Warm-up Exercise**: Before the main role-play, conduct a warm-up exercise to familiarize students with their characters. For example, perform a short role-play or improvisation exercise to create a relaxed atmosphere and build students' confidence.
e. **Main Role-play**: Engage in the main role-play where students interact according to the roles and situation provided. Let students communicate in the English language and face challenges within the created scenario.
f. **Observe and Evaluate**: While students are role-playing, observe their participation, speaking skills, language usage, and understanding of the situation. Evaluate students' progress and take note of areas that need improvement.
g. **Post-Role-play Discussion**: After the role-play, hold a discussion session where students share their experiences and learn from each other's roles. Provide positive feedback and constructive suggestions to enhance their speaking skills.
h. **Review and Revise**: Review the results of the role-play and post-role-play discussion to assess the effectiveness of the method. If necessary, make revisions to the scenarios or roles to optimize students' learning experience.
i. **Regular Practice**: Conduct role-play practices periodically to reinforce students' speaking skills. Through repeated participation in role-play, students will become more accustomed and confident in communicating effectively.
j. **Supportive Environment**: Ensure that the classroom environment supports the implementation of role-play. Create a relaxed atmosphere, encourage creativity, and foster active participation from all participants

This research has provided several significant findings related to the application of the role-play method in improving students' speaking skills at Lubna Children, Central Lombok. The following is a summary of the research findings:

a. Improved Pronunciation.

   Students experience an increase in the pronunciation of the sounds and intonation of the target language during the role-play activities. The ability to speak clearly and fluently increases students' confidence in communicating

b. Vocabulary Development.

   Through role-playing, students are encouraged to use a variety of vocabulary in relevant contexts. This helps improve their speaking fluency and expand their vocabulary

c. Understanding of Grammar

   During role-play, students indirectly learn about the proper grammatical structure in the target language. They become more familiar with correct sentence patterns and avoid grammatical errors.

d. More Creative Language Expression

   The role-play method stimulates students to be more creative in expressing their ideas and feelings. They learn to use language in a more colorful and expressive way.

2. Discussion

The application of the role-play method in this study provides positive benefits in improving students' speaking skills. These findings are in line with previous research which also highlighted the effectiveness of the role-play method in the context of language education.

First of all, the increase in pronunciation observed in students indicated that role-playing activities could help overcome the problem of students' unwillingness to speak in public. In a relaxed and pleasant atmosphere, students feel more comfortable speaking and practicing using a clear and precise voice.

Furthermore, vocabulary development that occurs through the role-play method proves that contextual learning can be more effective in strengthening students' understanding of new vocabulary. By using vocabulary in different situations, students have the opportunity to associate words with the right context, making it easier for them to remember and use them in everyday conversations.

In addition, an increased understanding of grammar is also one of the positive effects of the role-play method. In role-playing, students are indirectly involved in practicing correct grammar. This contributes to the formation of better speech patterns and helps students avoid common grammar mistakes.

Finally, more creative language expression is the result of students' involvement in role-play activities. When students act as characters in certain situations, they need to think creatively to express the feelings and ideas of those characters. This encourages them to use language in more varied and interesting ways, thus increasing the attractiveness of communication.

However, it should be noted that although the role-play method has been proven effective in this study, there are several factors that must be considered in implementing it in a learning environment. The support of well-trained teachers and the availability of appropriate materials are essential to ensure the success of this method

D. CONCLUSION

The application of the role-play method in this study has proven its effectiveness in improving students' speaking skills at Lubna Children, Central Lombok. These findings confirm the importance of contextual and activity-based approaches to language learning. By allowing students to actively and creatively participate in role-playing activities, their speaking skills can be improved more effectively. The role-play method can be considered an interesting and effective alternative for improving students' speaking skills in an educational setting.

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