

# TEACHING SPEAKING TO YOUNG LEARNERS USING ROLE PLAY METHOD

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**Abstract:** The aims of this study are: (1) to describe the use of the Role Play method in teaching speaking English for the fifth graders of MIN Poso, and (2) to determine whether the Role Play method is effective or not for the fifth graders of MIN Poso. The researcher uses descriptive method to explain the result of teaching learning process by using Role Play Method. Data are collected from observation of teaching and learning processes and documentation, and analyzed by using the theory of Landouse, Susan House, and Adam and Bidle. The results of this study are (1) English teachers in MIN Poso use four steps in teaching English speaking through Role Play method. (2) Role Play method is effectively used in teaching the fifth graders of MIN Poso to speak English because more students are active and it can increase students' interest to speak English language.

**Keywords:** *English to young learners, speaking, role play method*

English is essential to be taught for the younger people, for this case; students of the elementary school. In developing the students' ability in mastering English, it cannot be separated from vocabulary mastery. Because it can be a measurement of students, understand in English.

As English teacher in elementary school, has responsible to encourage the student in studying English. As far as the researcher experience, as an English teacher, there are some student feel fear, seemly uninterested in learning English. This problem can be solved if the English teachers are more creative in selecting materials or using the way to their learning instruction. One strategy that can be used in teaching process is cooperative learning. The teacher can increase student' interest in the lesson, students don't feel bored and they will pay attention and enthusiastic in the learning process. To improve, motivate, and made the students confident their speaking English ability, cooperative learning is needed to learn to apply knowledge, concepts, skills to the students. Role Play method could make a tool of believed it be help to the student's confidents with their speaking English ability.

The researcher thinks that role play has important effect in teaching speaking English especially for the beginner. In this research, the researcher is interested in using role play to teach speaking English for the elementary school students. By using this teaching method, the researcher hopes the students can be motivated to learn English especially speaking English. Therefore, the researcher would like to conduct researcher on the use of role play in teaching of speaking English.

## Role Play

Role is defined as the person whom an actor represents in a film or play, while role play is a method of acting out particular ways of behaving or pretending to be other people who deal with new situations. It is used in training courses language learning and psychotherapy (Procter, 1996:123).

Ladusse (1995:5) illustrated that when students assume a role, they play a part (either their own or somebody else) in specific situation. Play means that is taken on in a safe environment in which students are as an inventive and playful as possible.

In defining role play, Byrne gave comments that role play is a part of drama activity. In details, he described that there are three terms to cover the drama activities. They are mime (mimicry-memorization), role play and simulation. He distinguished the terms as follows:

- a. Mime, the participants perform actions without using words (although as we shall see, this activity leads naturally on to talk).
- b. Role play, the participant interact either as themselves in imaginary situations.
- c. Simulation, this involves role play as defined above. However, for this activity the participants normally discuss a problem of some kind with some setting that has been defined for them.

A role play is a highly flexible learning activity which has a wide scope for variation and imagination. According to Ladousse, role play uses different communicative techniques and develops fluency in the language, promotes interaction in the classroom and increases motivation. Here peer learning is encouraged and sharing of responsibility between teacher and the learner in the learning process takes place.

Role play can improve learners speaking skills in any situation, and helps learners to interact. As for the shy learners, role play helps by providing a mask, where learners with difficulty in conversation are liberated. In addition, it is fun and most learners will agree that enjoyment leads to better learning.

Several reasons for using role play in teaching speaking quoted from Ladousse as follows:

- a. A very wide variety of experience can be brought into the classroom and we can train our students in speaking skill in any situations through role play.
- b. Role play puts students in situation in which they are required to use and develop those phatic forms of language which are so necessary in oiling the works of social relationships, but which are so often neglected by our language teaching syllabuses.
- c. Some people are learning English to prepare for specific roles in their lives. It is helpful for these students to have tried out and experimented with the language they will require in the friendly and safe environment of a classroom.
- d. Role play helps many shy students by providing them with a mask.
- e. Perhaps the most important reason for using role play is that it is fun.

In conclusion, role play is a technique which can develop students fluency in target language, promotes students to speak or interact with others in the classroom, increases motivation and makes the teaching and learning process more enjoyable.

#### **Type and Procedure in Using Role Play**

In view of the persons taking an actor, Gillian explained that there are several types of role. The first is the roles which correspond to a real need in the students' lives. In this category, it involves such roles as doctors dealing with patients, or salesman traveling abroad. The second type of role is the students play themselves in a variety of situations which may or may not have direct experience. The example which include in this category is a customer complaining or a passenger asking for information. The third type is the type that few students will ever experience directly themselves, but it is easy to play because the teachers have such vast indirect experience of them. The television journalist is a good example of this type and it

is very useful kind of role taken from real life. The last type is fantasy roles, which are fictitious, imaginary, and possible even absurd.

#### **Research Method**

The type of this research was qualitative descriptive, it means the data collected were in form of words and sentences, which were explained in this research descriptively. In this study the researcher took a role as participant observer. The researcher at first will taught English lesson to student based on the lesson plan by using Role Play method. The last, researcher described the data descriptively. The research was conducted in MIN Poso. The school was located in Jl. P. Irian Jaya, Gebangrejo. The researcher estimated the research on Juli – October 2011. The sources of the data for this researcher were teacher and student's activity in teaching and learning English. The researcher took the data in three times by using Role play method.

#### **Findings and Discussions**

The researcher conducts research process in MIN Poso Kota for three meetings. As explained before that role play method is an activity with rules, a goal and element of fun. The description of teaching learning speaking process of 5<sup>th</sup> grade in MIN Poso Kota by using Role Play method is explained furthermore.

##### ***Introducing self and others by using role play method in the first meeting***

In the first meeting, July 22<sup>th</sup> 2011, researcher applies introducing self or other with Role Play method.

There are activities of the teacher and students during the lesson about introducing self and other material. In this occasion, teacher greets and asks to the students' condition. And the students answer the teacher's greeted and respond the teacher's questions about the students' condition.

The teacher also reviews previous lesson. And then students pay attention to their teacher. These are doing in order to warm up the situation. After that, the teacher tells to the students what they are going to learn or to do on that day. It can be seen in the table above at the teacher activity at number 1. The teacher explains the material that day that how introducing self and other. Students respond it with listen carefully to their teacher and ask if there is something they do not understand: mom, how to speak if we will introduce our friends? Number 2 at the teacher activity, teacher explains the conversation of

introducing self and other and then the teacher gives the conversation of introducing self and other material. The respond of students is students listen carefully and repeat the conversation after the teacher read the conversation of introducing self and other.

Teacher asks to students to memorize it. Students practice it. In the presentation stage, the teacher assigns role to the students and divides them into four groups. Students separate into four groups and each group has 5 students. They listen carefully explain of their teacher. Then the teacher explains their roles, their situation that the students have to do in the role play and the goal or outcome that they had to get. As respond of the students, they listen carefully to their teacher.

The procedures for using Role Play Method for teaching speaking to the students can be seen in Table 1.

**Table 1. Teacher's and Students' Activity**

No.	Teacher's activity	Students' activity
1.	Teacher tells to the student's about what they are going to learn that is how to introduce self and other. Today, we are going to practice our speaking by using role play. Teacher explains the role play.	Students listen carefully to their teacher and ask if there is something they do not understand: mom, how to speak if we will introduce our friend?
2.	Teacher explains the conversation of introducing self	Students listen carefully
3.	Teacher gives out the conversation of introducing self and other and teacher reads it then asks to the student to repeat it	Students listen carefully and repeat the conversation
4.	Teacher goes through the conversation orally to check the students whether they can read the conversation. Teacher asks: how do you read it?	Students read the conversation
5.	Teacher asks to the student to memorize it.	Students practice.
6.	Teacher divides the class into for group. Then they have to introduce themselves and have to practice it when the role play has started.	Students are separated into four groups. Each group has 5 students. They listen carefully to their teacher's explanation
7.	Teacher asks to the students to make conversation based on the conversation has been given in front of the class.	Students practice it.
8.	Teacher reflect the material	Students pay attention to the teacher.

Based on Table 1, it can be seen that the teacher clarified the clue and gave the

example of the role that the students play. Teacher asks to the students to make conversation based on the conversation that has been given in front of class and then students practice it. When they make conversation in front of class, some students make the mistake. They forget the sentence that they have to speak. They are SR, MR, WD, MF, IW, D, and R. There are only one or two students of each group. They forget especially when they will introduce their friends or speech their address. But others, the researcher notices for students who are very enthusiasm. They are having fun in learning with Role Play method. After the Role Play finishing their play, teacher clarifies the mistake of the students and reflected the material. As the respond of the students, they pay attention to the teacher.

#### **Asking and giving help by role play method in second meetings**

In the second meetings July 26<sup>th</sup> 2011, the researcher applies asking and giving help with Role Play method.

Based on the explanation on the finding about the use of Role Play method in the class of 5<sup>th</sup> grade in MIN Poso, researcher wants to explain the data by using the theory of Ladusse. He says that role play is flexible learning. Role Play uses different communicative, technique and develops fluency in the language and increase motivation.

When the researcher makes observation, they seem to be enthusiasm to learn English especially to learn speak English by Role Play method. Because they feel having motivation and don't shy to speak English because they become the other and speak together with friend. Although each meeting students make a mistake, but step by step, they try hard to speak English. So the students who make fewer mistakes than the previous meetings.

This can be seen at the first meeting, second meeting and third meeting on the finding. At the first meeting, students who fail or make mistakes are seven students. They are SR, MR, WD, MF, IW, D and R, whereas at the second meeting, students who fail or students who make mistakes have less of the previous meeting. Students who fail or students who make mistakes are only 5 students. They are the SR, MR, WD, WF, and IW. And at the last meeting or the third meeting, students who fail or students who make mistakes only 3 students. They are the SR, MR, and IW.

Based on the above explanation or from the observation, it can be said that the use

of Role Play in learning speaking English students in 5<sup>th</sup> grades of MIN Poso is very effective to improve the learning of speaking English ability of 5<sup>th</sup> grade in MIN Poso. This is because many students are able to speak English more and more of each meeting by using the same method which is Role Play.

The use of Role Play method in the class of 5<sup>th</sup> grade in MIN Poso, as follow:

First, teacher motivates the students and the teacher explains about the material and then gives out the conversation that has relationship with the material. Teacher reads the conversation that has been given out to the students and asks to the students to repeat it. Later teacher asks to the students to memorize it.

Second, teacher divides the students into several groups. Students prepare themselves to made conversation in front of class.

Third, teacher asks them to come in front of class to make the conversation based on the conversation that has been given by teacher. Teacher calls one by one of each group to come in front of class. That is to do again until finished.

Fourth, teacher walks around to check and correcting the speaking of students.

Susan House explains that the procedure of Role Play is flexible; teacher can create or develop procedures which is appropriate and suitable with his/her own class (House, 1997).

The researcher uses this procedure because they use it in Elementary school especially in 5<sup>th</sup> grade at MIN Poso Students. The teacher makes the conversation first, and then she gives out to the students and asks them to memorize it in front of class.

When the observation, the researcher also finds that there are 3 students who fail to

speak English by using the method of Role Play. This can be seen at the first meeting on the explanation of a first table, in the second meeting on the explanation of the table two about the students who fail and the third meeting in the explanation of the tables which is at three times the confluence of three students have always fail in speaking English.

Researcher looks at when doing the student's third observation embarrassed to speak English and also embarrassed when they make mistakes when speaking English.

The students' interactive is good in their group. Some of them teach each other again to other friends about the material and the conversation that has relation with the material so that all of the members can read and in front of class can speak it or understood with the material. They do cooperative to each other but sometimes have ones or two groups less do cooperative to each other.

### Conclusion

Role Play is one method of cooperative learning. The use Role Play method can motivate students to practice the material taught by the teacher. Therefore, Role Play method is effective to use in teaching speaking English to the 5<sup>th</sup> grades students of MIN Poso because the students are motivated to speak English with this method, they felt more enthusiastic, and more active in participating to speak English.

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