Moh Iqbal Kholili[1]
Endah Tri Wisudaningsih[2]
Raudatul Islam[3]

ANALYZING THE ROLE PLAY TECHNIQUES IMPROVING STUDENTS SPEAKING COMPETENCE

Abstrak

Tujuan penulisan karya ini yaitu menganalisis teknik role play meningkatkan kompetensi berbicara siswa. Penelitian ini menggunakan penelitian deskriptif kualitatif untuk mendapatkan pemahaman mendalam tentang fenomena sosial di kalangan siswa kelas sebelas. Dengan menggunakan teknik observasi, wawancara, dan pemeriksaan dokumen, peneliti mengumpulkan data dari 26 siswa di MA Plus Al-Mashduqiah, Kraksaan, Probolinggo. Analisis data menggunakan tiga metode: telaah dokumen, wawancara, dan observasi, mengikuti tiga tahap proses reduksi data, penyajian data, serta penyusunan kesimpulan dan verifikasi yang dilakukan Sugiyono, yang bertujuan untuk memperdalam pemahaman, bukan menentukan kebenaran mutlak. Hasil karya ini yaitu penggunaan teknik permainan peran dalam pembelajaran berbicara di Al-Mashduqiah mencerminkan kesesuaian dengan teori pembelajaran berbicara yang menekankan pentingnya praktik intensif dan penggunaan metode interaktif. Dengan membagi kelas menjadi kelompok berdasarkan kemampuan dan memberikan skenario kepada siswa, guru menciptakan lingkungan pembelajaran yang mendukung pemahaman cerita dan latihan berbicara dalam bahasa Inggris. Integrasi praktik berbicara dalam permainan peran dengan penekanan pada pemahaman cerita memperkuat efektivitas teknik tersebut dalam meningkatkan keterampilan berbicara siswa secara menyeluruh. Namun, tantangan seperti keterbatasan ruang dan ketidaknyamanan siswa dalam mengambil peran perlu diatasi untuk implementasi yang optimal. Keseluruhan, praktik ini sejalan dengan prinsip-prinsip teori dan memberikan contoh konkret tentang bagaimana teori dapat diimplementasikan secara efektif dalam pembelajaran bahasa Inggris.

Kata Kunci: Keterampilan Siswa Berbicara, Teknik Permainan Peran, Qualitative

Abstract

The purpose of writing this work is to analyze role play techniques to improve students' speaking competence. This study utilizes qualitative descriptive research to gain in-depth understanding of social phenomena among eleventh-grade students. Employing techniques such as observation, interviews, and document examination, the researcher collected data from 26 students in MA Plus Al-Mashduqiah, Kraksaan, Probolinggo. Data analysis involved three methods: document review, interviewing, and observation, following Sugiyono's three-phase process of data reduction, data display, and conclusion drafting and verification, aimed at deepening comprehension rather than determining absolute truth. The result of this work, namely the use of role-playing techniques in learning speaking at Al-Mashduqiah, reflects conformity with speaking learning theory which emphasizes the importance of intensive practice and the use of interactive methods. By dividing the class into groups based on ability and providing students with scenarios, the teacher creates a learning environment that supports understanding the story and practicing speaking in English. The integration of speaking practice in role-playing with an emphasis on story comprehension strengthens the effectiveness of the technique in improving students' overall speaking skills. However, challenges such as space limitations and students' discomfort in taking on roles need to be overcome for optimal implementation. Overall, this practice is in line with the principles of the theory and provides a concrete example of how the theory can be implemented effectively in English language learning.

Keywords: Students Speaking Skill, Role Play Technique, Qualitative

[1,2,3]Universitas Islam Zainul Hasan Genggong
email: Mohiqbalkholili@gmail.com, endahtriwisudaningsih@gmail.com, raudhatulislam@gmail.com

INTRODUCTION

The significance of English has grown for second language learners to achieve academic success. It is essential for individuals to communicate effectively in English (Lestari, 2022) However, developing proficient speaking skills proves challenging for learners of second or foreign languages. English is utilized across various sectors, as described (Noermalita & Nurkhamidah, 2023). Communication learning in English for high school students aims to enable them to express meaning in both transactional and interpersonal language in daily life. Transactional conversations (Yudi & Fathoni, 2024), including interviews and debates, serve as platforms for information exchange (Setiawan Toedje et al., 2023).

Learning English as a foreign language, students must master the four language skills: listening, speaking, reading, and writing. Emphasizing speaking is crucial, as it is one of the most important elements among these language skills (Ferdiyanto & Kholili, 2022; Hamdani et al., 2022; Silaban, 2022). Several reasons contribute to the inadequate outcomes in English language teaching, with one being that the learning objectives haven't allowed students to apply English in real communication situations. Many Indonesian students face challenges in speaking English, particularly in elementary schools (Ferdiyanto & Suciati, 2023; Islam, 2023b; Warsono, 2019) However, addressing this issue can be achieved by employing effective techniques, such as the use of role play in teaching speaking skills. Role play technique facilitates learning and practice through scripts, a method supported by various studies in language teaching (Setiawan Toedje et al., 2023). Recognizing the global significance of English in communication, our government includes it as a crucial subject at all educational levels, from elementary schools to universities, emphasizing its importance (Islam, 2023a; Sirait et. al., 2019).

English is utilized for spoken and written interaction. Understanding and sharing information, ideas, and feelings is what it means to communicate. It also involves advancing science, technology, and culture (. & Azwad Fauzan, 2019). Broadly speaking, making students' skills and learning outcomes in competence speak low due to the following: teachers rarely invite students to communicate in English. The teacher prefers to communicate with Indonesian and regional languages (Javanese) so students are accustomed to using Indonesian and regional languages (Javanese) rather than using English both with the teacher and with classmates (Setyawati, 2019). According to Thornbury (2007), In oral communication, language is produced and negotiated. Commenting on current events or acts is a common practice in spoken encounters (Teaching, 2020). identified communicating as a proactive conversation process in which two people share information, express ideas, and feel. Thus, it turns teaching English to pupils into a crucial skill (Lake et al., 2022).

Intensive practice is essential for mastering and enhancing speaking skills, as highlighted by multiple studies identifying challenges such as low motivation, limited student interest, and ineffective teaching methods (Lake et al., 2022; Risqiyah et al., 2023). Hence, educators should employ effective learning strategies to address these issues. Various strategies and instructional methods can be utilized to enhance English-speaking skills among students, addressing the previously mentioned challenges. One such method is the incorporation of Role-Play (Negara, 2021). Numerous strategies for learning speaking skills exist, encompassing "cooperative activities, role-playing, creative tasks, and drilling." Role play is one of the many strategies that have been devised and employed to address this problem. According to (Katemba & Grace, 2023), interactive drama is a type of deconstructed play that applies the Environmental Theatre paradigm, which blends the boundaries between the actor and audience settings. Furthermore, any speaking evaluation in the Nusantara English textbook could have advantages and disadvantages that should be considered. Determining the constituents might yield significant perspectives for enhancing the structure of current speaking evaluation assignments and creating more successful tasks (Dewantara, 2023). This research will delive into the utilization of role-playing in speaking education, drawing insights from various literature studies. The aim is to offer a comprehensive explanation of the role-playing application in learning, with the overarching goal of enhancing students' speaking skills (Fathoni, 2024).

In order to make the explanation of role play as a teaching strategy more clear, it is crucial to define the terms "role and play" as follows. "In a play, the role is taken in a safe environment

where students are as inventive and playful as possible," according to the statement "When students assume a role, they play a part (either their own or somebody else's) in a specific situation" (Masturoh & Anggita, 2018). By examining the definitions of these two terms, it is easy to get the conclusion that role play is an activity in which students participate in order to act out a role as realistically as possible in a given setting, whereas role is the expected behavior of a particular situation. Giving directions and assisting someone in understanding something is the purpose of teaching. The provided item may be information, a skill, or a lesson. The fundamental goal of teaching is to make something new familiar to the student or help them comprehend someone else so that they can learn or gain knowledge (Sinaga & Pasaribu, 2019).

Some works such as Asriyani et al., (2019) This research aims to investigate the impact of utilizing role-playing and conventional techniques on speaking competency among students, particularly examining differences between extroverted and introverted students, interaction effects between speaking competency techniques, and differences within extroverted and introverted groups, employing a post-test only control group design with experimental and control groups receiving different teaching methods over 8 sessions and subsequent assessment (Asriyani et al., 2019). Dewi, (2020) The study demonstrates that the implementation of role-playing assisted by audio-visual media significantly enhances Indonesian speaking skills among third-grade elementary school students, suggesting implications for more meaningful language learning experiences (Dewi, 2020). Mustika & Lestari, (2020) The result of this study demonstrates that the implementation of Role Play method significantly enhances students' English speaking proficiency and fosters their interest in learning English, particularly in the speaking aspect, as evidenced by the improvement in students' accent, grammar, vocabulary, fluency, and comprehension skills across two cycles of action research (Mustika & Lestari, 2020).

The research aims to analyze the effectiveness of role-playing techniques in enhancing students' speaking competency. However, there are several gaps present in the existing literature that warrant further investigation. Firstly, while previous studies have examined the impact of role-playing on speaking skills, there is a need for more extensive research focusing on the specific effects of role-playing compared to conventional teaching methods across different student populations, particularly considering variations in extroverted and introverted students. Secondly, the majority of existing studies have primarily focused on the immediate effects of role-playing interventions, with limited exploration into the long-term sustainability and transferability of speaking skills acquired through role-play activities. Additionally, there is a scarcity of research exploring the potential interaction effects between role-playing techniques and other factors such as instructional media or language proficiency levels. Addressing these gaps will provide a more comprehensive understanding of the role of role-playing in speaking education and offer insights for optimizing teaching strategies to enhance students' speaking proficiency effectively. The purpose of writing this work is to analyze role play techniques to improve students' speaking competence.

METHOD

Qualitative descriptive research is used in this study. In (Setiawan Toedje et al., 2023), they define qualitative research as "a process of naturalistic inquiry that seeks an in-depth understanding of social phenomena and experience." The focus of qualitative research is on quality rather than quantity, with data gathered through direct observations, interviews, and other relevant government documents rather than through questionnaires. Additionally, qualitative research places more emphasis on the parameters of the procedure than on the outcomes. It does not imply that the researcher will withhold the outcome. If not, the study's findings will emphasize or show every step of the procedure (Setiawan Toedje et al., 2023). Students in the eleventh grade are the subjects of the research. The eleventh grade of senior high school, This includes 26 students from MA Plus Al-Mashduqiah's eleventh grade.. patokan, kraksaan, probolinggo, was selected by the researcher. The researcher used a descriptive strategy in this study, and to gather information relevant to the research topic, the researcher employed techniques like observation, interviews, and document examination. (Sugiono, p 63.). Three methods were employed in this study: document review, interviewing, and observation.

Sugiyono created three phases for the data analysis process: data reduction, data display, and conclusion drafting and verification. The goal, according to Susan Stainback in Sugiyono (2007:330), is to deepen one's comprehension of the subject under investigation rather than to ascertain the truth about the same social issue.

RESULTS AND DISCUSSION

Information was obtained by the researcher through observation, interviews, document review. The researcher found information on students' speaking through role-playing techniques used by the teacher at Al-Mashduqiah Senior High School Kraksaan Probolinggo's eleventh grade based on observations, interviews, and document reviews. The following data were gathered in order to determine the teacher's methods for tackling the problem:

How is the technique to play the game used in the speaking class at Al-Mashduqiah?

An interview with a senior high school English instructor in the eleventh grade revealed that the role-playing techniques used in speaking classes: "The teacher introduced a story-based lesson in the classroom, focusing on understanding and comprehending stories. Students were divided into groups based on their abilities and ranked. They identified unfamiliar words and used dictionaries to write vocabulary definitions. The students then discussed the story's language, idea paragraph, and plot. They then implemented the old play and scored their performance. The teacher evaluated attitude, cohesion, and the role of spoken language in communication. The lesson aimed to improve students' understanding and communication skills".

First Student: "The text describes a group activity where participants are divided into groups and assigned themes. They search for unfamiliar vocabulary and interpret it using a dictionary. They compose sentences, interpret them in their own language, and then hold a conversation in preparation to showcase the selected theme. The group then divides characters and has a training side".

the student second: "The text outlines a process for understanding meaning, dividing it into groups, seeking unfamiliar language, and collectively comprehending meaning through performers, material teachers, and storytelling. It emphasizes that understanding the narrative is crucial before creating sentences".

Techniques for playing the game that are used in the speaking class in the Al-Mashduqiah school. The teacher divides the class into six groups according to ability, so each group is made up of intelligent and standard pupils. This is the first phase in the role-playing process. The student receives a degree from the teacher in the second step. The instructor generates five degrees, which cover topics such as Malin Kundang, the myth of the casodo woodland on Bromo Mountain, sangkuryang, the prambanan temple, and the reason why female mosquitoes bite. As a result, the student accepted it. The third phase involves the teacher giving the pupils instructions to search for unfamiliar words. Once they had found them, they had to write them down in their books. Talking comes next, following the search for unfamiliar words. After debating the title in groups and changing some of the terms they came across in the narrative, they all came to an understanding of the title. After searching for unfamiliar words and comprehending the title, the students created a scrip in their native tongue to make it easier for them. This is the final phase. Based on the aforementioned observations, the researcher can draw the following conclusions about the observation: the teacher separated the class into groups, gave the students titles, the students looked up unfamiliar words, they discussed the titles, and finally, the students wrote down a story.

The theme "How is the technique for playing the game used in the speaking class at Al-Mashduqiah?" describes the use of role-playing techniques in learning speaking at Al-Mashduqiah. Field data provides information about how role-playing techniques are used in teaching speaking at the school. The teacher divides the class into six groups based on ability, gives students a scenario, and asks them to look for unfamiliar words in the scenario. Next, students discuss in groups to understand the scenario and create a script in their own language before finally acting out the role in the given situation.

From a theoretical perspective, the speaking learning approach emphasized in the text is the use of role play. Theory highlights the importance of intensive practice in improving speaking

skills, and role-playing techniques are considered to be one of the effective methods in achieving this goal. Field data reinforces this concept by showing how the use of role-playing games at Al-Mashduqiah helps students understand narratives, overcome unfamiliar words, and practice communicating in English.

In addition, field data also shows that teachers integrate speaking practice in role play with an emphasis on understanding the story before students create their own scripts. This is in accordance with theory which emphasizes the importance of understanding language before producing effective language.

Overall, there is consistency between theories about the importance of speaking practice and the use of role-playing techniques at Al-Mashduqiah to achieve speaking learning objectives. Field data illustrates how the implementation of this technique complies with the principles of speaking learning emphasized in theory.

What are the benifits and drawbacks of role-playing compared to student speaking ability in a speaking class?

role-playing's benifits Teacher said: "The child expresses joy during the learning process, despite not being happy, and finds it enjoyable to play roles in the story, despite the occasional jokes".

role-playing's drawbacks, English teacher said: "The location is the biggest disadvantage; it requires a specific area to function so as not to interfere with the class next door. Perhaps since there are numerous war scenes or other items, it is packed. That's what I was just saying".

According to Student one: "Having the ability to speak clearly and mentally prepares one to speak in front of others."

The first student supported it and mentioned multiple drawbacks: "The disturbing news is that I still feel anxious because I don't play the role too often."

second student: "It's easier to learn and navigate, more enjoyable and thrilling, and difficult to become bored with".

student two said, there are drawbacks: "In a group with more actors, each actor plays two roles, resulting in more action. In the story, the group has only four members, whereas the story has seven actors".

third student: "The text emphasizes the importance of diversity and individuality in groups, stating that everyone is assigned a role and those unable to perform it must study. This approach is more engaging than a teacher reading from a chalkboard, allowing for concentration".

Third Student said abaout drawbacks: "It's much more fun, in my opinion, If you're not too squeamish to request an invitation. The flavor is enhanced when consumed in a relaxed setting".

Role-playing games' benefits and drawbacks in comparison to students' speaking abilities in speaking classes. There were more benefits than drawbacks for the pupils using story telling as a teaching tool. Based on observation, the researcher discovered that role-playing had several benefits, including the learners' enjoyment of the learning process and their increased flexibility in learning English beyond what the teacher had demonstrated.

The findings from the interview and observation revealed that role-playing had several benefits, including amusement, Speaking clearly, developing the mental ability to talk in front of others, understanding the material more quickly, being more exciting, and making it difficult to get bored are all advantages. However, none of the groups can be smart, everyone must be mixed because practice makes everyone a part of the process, and those who can't must study as well. Even a little bit will help the person focus on his or her portion. The researchers' observations produced unfavorable lessons because some of the participants spoke by themselves while others chose to walk. According to observations and teacher and student interviews, there are several drawbacks to utilizing role-playing games to teach English. locations, needs a lot of room, disrupts other pupils, people are uneasy taking on the roles of others since they are not used to it, and classes are ineffective because some of them speak alone. They are also lighthearted, humorous, and lack performers in the group.

The field data provided presents various benefits and drawbacks of using role-playing in improving students' speaking skills in speaking classes. In the context of benefits, it was found that role-playing can increase students' excitement during the learning process, help students overcome anxiety about speaking in front of other people, and make learning more interesting

and enjoyable. Apart from that, role-playing also allows students to understand the material more quickly. However, on the other hand, there are several shortcomings identified by English teachers, namely problems related to the location and space needed to carry out role-playing, as well as the potential for disruption to other students in the class. In addition, some students also feel uncomfortable taking on other people's roles, and there are difficulties in involving all students in the role-playing learning process.

Theoretically, this field data is consistent with theoretical views about the importance of speaking skills in English language learning. The theory emphasizes that intensive practice is needed to master and improve speaking skills, and that effective teaching methods, such as role-playing, can help overcome the challenges faced by students in learning English. Thus, the match between theory and field data can be observed in terms of the benefits identified from role-playing, namely improving students' speaking abilities, as well as in the recognition of several shortcomings that need to be overcome to optimize the benefits of this learning approach.

Overall, the agreement between theory and field data shows that role-playing can be an effective tool in improving students' speaking skills in speaking classes, although there are several shortcomings that need to be considered and overcome in its application.

What are the challenges that role-playing students in a spoken classroom encounter?

The English teacher said: "The main example, as stated, is the deficiency of vocabulary. Alright, two more: sentence structure. He may be familiar with the language, but when he enters a group, they don't know where to put the subject. What location is it? Alright, so in terms of sentence structure, let's say the third; additionally, comprehend the story's chronology; and lastly, there's the final one, which represents the primary notion or paragraph; what is the second paragraph's purpose? Alright, which is the final one? In conclusion, what takeaway is there from the narrative? As soon as we understand that this sentence indicates a problem".

student one: "The issue is that students aren't always required to be present in class to find that—they can get together during class discussions and sometimes they can't if they have their own activities outside of it".

student two: "Jokes with children that are not serious can contain confusing language that is intended to be offensive. Speaking can be challenging for some people depending on their mindset and how they feel about themselves; some people are courageous, other people are embarrassed, and some people are like this, Tad".

student three: "There is a lack of understanding regarding browsing activities and the constant need to consult the dictionary. Since there is an average role model for the smartest individual in the group, that person is also inherently the most active. If that person stays still, the group will also remain still, and that is it".

challenges that role-playing students in a spoken classroom encounter. The researcher discovered that, due to their limited language and expertise, students struggled to understand the topic. The findings indicated that there were numerous issues that students encountered when using role play in the classroom. These issues included the need for a large space, disruption of other classes, and an abundance of activities, which made the students feel shy, unfocused, and unaware of their own efforts. They also felt confused about the subject matter.

In an English speaking class, a teacher highlights several problems students face when using role-playing techniques in learning. He noted that students often experience difficulties with limited vocabulary, especially when trying to express thoughts in English. In addition, some students appear to lack confidence and are uncomfortable when participating in role-playing activities, which can interfere with their focus on learning.

Not only that, teachers also observe that the use of role-playing techniques in learning often disrupts other classes or creates chaos, especially if it requires a large space or involves many additional activities. Some students also appeared confused or less aware of their own efforts in participating in role-playing activities, indicating a lack of understanding of the learning objectives or a lack of awareness of their own progress.

In addition, these challenges are consistent with findings from previous studies, which highlight problems in English language learning in Indonesia, especially in speaking skills

(Warsono, 2019). Field data also reflect the importance of intensive practice in improving speaking skills, as highlighted by relevant theories (Lake et al., 2022).

Although the role-play technique is recognized as an effective learning method in improving students' speaking skills (Setiawan Toedje et al., 2023), the challenges students face in implementing it show that there is still room for further development in the implementation of this technique in the context of learning to speak a language English.Top of Form

How effective is the teacher's method of problem-solving using participation in class conversation?

The teacher said: "At least two dictionaries must be brought by each group for the discussion. The team leader will not be able to, they can consult the teacher as a consultant. The teacher can also serve as a motivator, facilitator, and encourager, providing examples and assistance when needed. The team leader can also use a cell phone to locate the teacher".

The technique by which the instructor solves issues by participating in class discussion. The teacher employed various tactics to help students who were having difficulty understanding, such as walking about the classroom and controlling student discussions, staying in the middle of the class, and controlling student progress. The teacher employed three strategies to help students with their problems in class: he walked around the classroom and monitored student discussion; Along with bringing two dictionaries, participating in group discussions, and approaching the teacher with any questions they had, students also had to follow these regulations..

The expert claims that there are multiple definitions of the roleplay approach.First, (Negara, 2021) defined the roleplay approach as an activity in which students communicate their thoughts, feelings, or opinions to others verbally or by articulation.

The results had to do with the theoretical procedures of role-playing. 1) Organizing and getting ready This stage contained the following: decided on the resources, the number of students, the role-playing technique, the scenario to be used, and the conversation to be constructed. 2) Interaction This process involved the following: a) presenting the materials; b) explaining the rules to the students; c) coming up with a scenario based on the information; d) giving each student a role; and e) having group practice in front of the class. 3) Introspection and assessment This stage contained the following: Assessed and verified the pupils' understanding.

These results are consistent with the notion put forth by Sue Roger and Julie Evans (p. 38) regarding the benefits and drawbacks of role-playing games in speaking classes. There are various benefits and drawbacks to role-playing techniques, such as: 1) Playing role-playing games promotes representative thought. 2) Children learn how to take perspectives through role-playing. 3) Role-playing games for language proficiency 4) Role games require players to solve puzzles. 5) Negotiation and takeover are motivated by role games. 6) Children can create themselves when they play role-playing games. 7) A surviving child's neighbor's culture is developed through role-playing. However, the drawback of role-playing is that 1) it requires big spaces, making it difficult to conduct role games in confined areas. 2) Put in a lot of effort (Kaharuddin & Rahmadana, 2020).

Students faced a number of disadvantages when using role play to learn, including location, huge space requirements, disruptions to other courses, and a high volume of activities, which made them unfocused, unserious, shy, speaking challenges, a dearth of self-awareness concerning effort, and a propensity to admire the intelligent people. The aforementioned findings were related to the assumption that students' problems are typically related to pronunciation and tense. So, it can be challenging for them to speak English at times.

The teacher employed the following strategies to address the issues raised by the students in the classroom: requiring pupils to bring two dictionaries, facilitating group discussions, and asking questions of the teacher if they had questions or concerns. The aforementioned result was linked to the hypothesis that instructors employed grouping, simulation, number-heading, and conversation as strategies in front of the class. (Soraya et al., 2018).

The theme "How effective is the teacher's method of problem-solving using participation in class conversation?" in accordance with theory and field data provided. The theory highlights the importance of mastering speaking skills in English language learning, emphasizing that

intensive practice is needed to improve speaking skills. Field data presents the teaching methods of teachers who actively participate in class conversations to help students who have difficulty understanding the material. Teachers utilize a variety of tactics, including walking around the classroom, monitoring student discussions, and providing hands-on help when needed. This is in line with the principle that direct interaction and active participation in learning helps students overcome obstacles and improve their speaking skills.

In addition, the theory highlights the use of role-play techniques in language teaching, which can improve students' speaking abilities. Field data shows that teachers implemented strategies, including requiring students to bring dictionaries, participating in group discussions, and asking the teacher for help if they had questions or concerns. This is in line with the theory that the use of role-play techniques can help students overcome obstacles in speaking English by providing practical experience in real communication situations.

Thus, the analysis shows that the teacher's method of solving problems through active participation in class conversations is effective, in accordance with theoretical principles which emphasize the importance of intensive practice and the use of interactive learning techniques to improve students' speaking skills in English.

SIMPULAN

The use of role-playing techniques in learning speaking at Al-Mashduqiah reflects conformity with speaking learning theory which emphasizes the importance of intensive practice and the use of interactive methods. By dividing the class into groups based on ability and providing scenarios to students, teachers are able to create a learning environment that supports understanding stories and practicing speaking in English. The integration of speaking practice in role-playing with an emphasis on story comprehension strengthens the effectiveness of the technique in improving students' overall speaking skills. Thus, the field experience at Al-Mashduqiah provides a concrete example of how theory can be implemented effectively in an English language learning context. Role-playing in speaking classes offers various benefits, including increased student engagement, reduced speaking anxiety, and enhanced comprehension. However, challenges such as space limitations and student discomfort with assuming roles need to be addressed. Overall, the alignment between theoretical principles emphasizes the importance of speaking skills in language learning and field data underscores the potential effectiveness of role-playing as a tool for improving students' speaking proficiency in the speaking classroom, highlighting the need for careful consideration and mitigation of associated drawbacks for optimal implementation. In learning to speak English using role-play techniques, teachers identify several problems faced by students, including limited vocabulary, lack of self-confidence, and disruption in class. This challenge reflects the gap between the potential effectiveness of role-play techniques and their implementation in real contexts. Although recognized as an effective learning method, further efforts are needed to overcome these barriers and ensure that role-play techniques can be used optimally to improve students' speaking skills in English. The teacher's method of solving problems through active participation in class conversations has proven to be effective in improving students' speaking skills in English. This is in line with theory which emphasizes the importance of intensive practice and the use of interactive learning techniques. The use of tactics such as walking around the classroom, monitoring student discussions, and providing hands-on assistance also supports improving students' speaking abilities. Apart from that, the application of role-play techniques has also proven useful in providing practical experience in real communication situations.

DAFTAR PUSTAKA

Bachtiar S. Bachri, meyakinkan-validitas-data-melalui-triangulasi-pada-penelitian kualitatif, Vol. 10, No. 1, (April 2010):

. M., & Azwad Fauzan, A. (2019). Optimization of English Speaking Skill and English Grammatical Competence of Second Semester College Students in English Literature of Bung Hatta University Through Role-play Technique: Classroom Action Research of English As Foreign Language. KnE Social Sciences, 3(14), 402.

https://doi.org/10.18502/kss.v3i14.4326

Asriyani, R., Suryawati, D. A., & Anggayana, I. W. A. (2019). Penerapan Teknik Role Play dalam Meningkatkan Kompetensi Berbicara Bahasa Inggris Siswa Kelas Sebelas Terhadap Keanekaragaman Personality Types di SMK Pariwisata Triatma Jaya Badung. LITERA: Jurnal Litera Bahasa Dan Sastra, 5(2).

Dewantara, K. A. K. (2023). Type Analysis of Speaking Performance Assessment Task in English for Nusantara Textbook. Jurnal Pendidikan Bahasa Inggris Undiksha, 11(1), 62–69. https://doi.org/10.23887/jpbi.v11i1.64928

Dewi, A. A. I. K. (2020). Meningkatkan keterampilan berbicara siswa melalui model pembelajaran role playing berbantuan media audio visual. Mimbar Ilmu, 25(3), 449–459.

Fathoni, T. (2024). Peningkatan Prestasi Belajar Siswa Melalui Metode Demonstrasi Dalam Materi Thaharah BAB Wudhu Kelas VII Madrasah Tsanawiyah Ma'arif Klego Mrican Ponorogo Tahun 2023. Muaddib: Jurnal Pendidikan Agama Islam, 2(01), 42–52.

Ferdiyanto, F., & Kholili, A. (2022). Developing Supplementary Speaking Material for Eighth Grade Students. Journal of English Language Teaching and Cultural Studies, 5(2), 138–149.

Ferdiyanto, F., & Suciati, A. S. (2023). AN ANALYSIS OF STUDENTSâ€™ INHIBITION IN SPEAKING ENGLISH PERFORMANCE. Teaching English as Foreign Language, Literature and Linguistics, 3(1), 84–94.

Hamdani, B., Zuhri, M. D., Hotimah, H., & Ramadani, T. (2022). ENGAGING ENGLISH VOCABULARY THROUGH DIGITAL STORYTELLING ACROSS EFL YOUNG LEARNERS. The Ellite of Unira, 5(1), 22–31.

Islam, R. (2023a). PARENTS'PERCEPTION AND INVOLVEMENT TOWARD ENGLISH FOR YOUNG LEARNERS IN RUSTIC AREA. At-Ta'lim: Jurnal Pendidikan, 9(2), 136–149.

Islam, R. (2023b). Teaching Material and Method toward English Students at Vocational High School. Journal of English Language Teaching and Cultural Studies, 6(2), 167–175.

Kaharuddin, K., & Rahmadana, A. (2020). Problem-Based Group Discussion: an Effective Elt Technique To Improve Vocational High School Students' Transactional Speaking Skills. Jurnal Ilmu Budaya, 8(2), 247–258. https://doi.org/10.34050/jib.v8i2.11032

Katemba, C. V, & Grace, R. M. (2023). Role-Playing Improves Speaking Proficiency Skills. Acuity: Journal of English Language Pedagogy, Literature, and Culture, 8(2), 244–268. https://doi.org/10.35974/acuity.v8i2.3153

Lake, R., Siahaan, D. G., & Kamlasi, I. (2022). Improving students' speaking ability by using role play of the second year student at SMP Negeri Satap Nian in academic school year 2021/2022. Lead, 2(1), 48–66.

Lestari, E. I. S. (2022). Using role play technique and cue cards media to teach speaking for the eighth grade students of SMPN 13 Madiun. Seminar Nasional Sosial Sains, Pendidikan, Humaniora (SENASDRA), 1(3), 741–750.

Masturoh, I., & Anggita, N. (2018). IMPROVING SPEAKING PERFORMANCE THROUGH ROLE PLAY AT THE EIGHTH GRADE STUDENTS OF SMPN 5 TENGGARONG. 3(September), 12–24.

Mustika, N., & Lestari, R. (2020). Metode bermain peran dalam meningkatkan kemampuan berbicara bahasa Inggris mahasiswa STIKES Perintis Padang. Edukatif: Jurnal Ilmu Pendidikan, 2(2), 202–209.

Negara, I. M. (2021). Literature Review: Why Using Roleplay Method in Teaching Speaking? Jurnal Ilmiah Spectral, 7(1), 001–010. https://doi.org/10.47255/spectral.v7i1.68

Noermalita, H., & Nurkhamidah, N. (2023). Teachers' Strategies in Teaching Speaking in Post-Pandemic. PEDAGOGIC: Indonesian Journal of Science Education and Technology, 2(1), 01–12. https://doi.org/10.54373/ijset.v2i1.100

Risqiyah, A., Wisudaningsih, E. T., & Fatmawati, R. (2023). A Narrative Inquiry of Student's Public Speaking Ability by Bilingual (English & Arabic) at Boarding School of the Al-Mashduqiyah Kraksaan. Jurnal Simki Pedagogia, 6(2), 545–553.

Setiawan Toedje[1], C., Moningkey[2], D., Maroso, S., & Author, C. (2023). Analyzing Students' Ability in Using Drama to Enhance Language Competence. Sintuwu Maroso Journal of English Teaching (SintuwumarosoJET), 8(2).

Setyawati, N. (2019). IMPROVING CONFIDENCE AND ENGLISH LANGUAGE SPEAKING SKILLS USING ROLE PLAY TECHNIQUE WITH TALK SHOW FOR 8th GRADE STUDENTS; A CASE STUDY SMP N 1 KARANGGENENG LAMONGAN. Edulitics (Education, Literature, and Linguistic) Journal, 4(1), 38–45.

Silaban, R. (2022). THE EFFECT OF ROLE PLAY METHOD TO IMPROVE STUDENTS ' SPEAKING SKILL FOR NURSING STUDY PROGRAM AT FIRST. 11(2).

Sinaga, A., & Pasaribu, A. N. (2019). The Effect of Role Play and Simulation Techniques in Teaching Speaking on Nursing Students' Speaking Ability. Jurnal Ilmiah …, 3(2), 1–6.

Sirait et. al., 2020. (2019). The Effect of Role-Play and Brainstorming Technique on Students' Speaking Achievement Sihardo. The Journal of Economics and Finance of Education, 28(4), 51–81.

Soraya, A., Sofian, & Salam, U. (2018). Improving Students' Speaking Skill Through Role Play Technique on Eleventh Grade Students. Jurnal Pendidikan Dan Pembelajaran, 7(1), 7.

Teaching, E. L. (2020). Journal of. 2(2019), 36–48.

Warsono. (2019). Volume I | Number 1 | February 2016. The Use of In Formation Gap Techiques to Improve Speaking Skill, I(1), 76–102.

Yudi, W., & Fathoni, T. (2024). Peningkatan Kemampuan Membaca Menggunakan Media Gambar Siswa Kelas Satu SDN 4 Mrayan Tahun Pelajaran 2023-2024. Muaddib: Jurnal Pendidikan Agama Islam, 2(01), 65–72.