ROLE PLAY TECHNIQUE IN TEACHING SPEAKING TO YOUNG LEARNERS: THE LIMITATION OF THE IMPLEMENTATION

A PAPER

Submitted to the English Education Study Program, Faculty of Teachers Training and Educational Science, Pakuan University as a partial fulfillment of the requirement to the *Sarjana Pendidikan* Examination

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ENGLISH EDUCATION STUDY PROGRAM

FACULTY OF TEACHER TRAINING AND EDUCATIONAL SCIENCES

PAKUAN UNIVERSITY

2023

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SPEAKING TO YOUNG LEARNERS

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DECLARATION

I hereby declare the paper entitled "The Implementation of Role-Play Technique in Teaching Speaking to Young Learners" is completely my own work. I am fully aware that I have quoted some elements and ideas from many resources. All quotation are properly acknowledged in the texts. Should there be any claim on the originality of this paper, I would be prepared to take any legal responsibility.

Bogor, July 2023

Arya Fachreza

PREFACE

Bismillahirrahmanirrahim, Alhamdulillahirobbil'alamin all praises are dedicated to Allah SWT, who has given mercies and blessing to the researcher, so that the paper entitled "The Implementation of Role-Play Technique in Teaching Speaking to Young Learners" can be completed.

This paper is submitted English Language Education Study Program, Faculty of Teacher and Educational Sciences, Pakuan University as a partial fulfillment of the requirement for *Sarjana Pendidikan* examination.

Although in fact the researcher has done this study as good as possible, but this paper is not completely perfect enough. Therefore, the researcher is ready to accept suggestions and critics from any perspective for further study. Finally, this paper is expected to be useful for the researcher and readers.

Bogor, July 2023

Arya Fachreza

ACKNOWLEDGEMENT

The researcher would like to express the greatest gratitude to Allah SWT the most merciful, to help a lot in carrying out this study process always guides also gives the researcher convenience and understanding, so that the researcher can finish the study completely.

He would like to express his gratitude to Dr. Istiqlaliah Nurul Hidayati, M.Pd. as the head of English Language Education Study Program and the supervisor. Furthermore, his gratitude to co supervisor Lungguh Halirah V, M.Pd. They have given their guidance, motivation, time, support, and suggestion from this study begin until finish.

His thanks are also to Dr. Eka Suhardi, M.Si. as the Dean of Faculty of Teacher Training and Educational Sciences, Pakuan University. He also thanks to Lina Susanti, S.S., M.Pd as his academic counsellor and all the lecturers of English Educational Study Program, Faculty of Teacher Training and Educational Sciences for sharing their valuable knowledge.

His gratitude is expressed to Reni Supriati, S.Pd, M.Pd., as a head of *SMP Negeri 11 Kota Bogor* and Tuti Nurochman, M.Pd. and Anis Wardati, S.Pd. as English Teacher who have helped and guided during the study. This paper is dedicated to beloved family. He would like to thank his parents, Ir. Damai Sutrisno and Nurbaeti S.Ag., also his older brother Bagus Hilman Satrio, M.Pd. and little sister Disti Rahma

Kamila for supporting throughout the process of writing the paper, for material, moral, motivation, and cares.

Last but not least, I want to thank myself, for believing in myself, for doing all these hard work, for having no days off, for never quitting, for just being me at all this time.

Finally, he proudly expresses gratitude to have friends such as class C-2017 all beloved are who always support him, especially my best crewmate, Emmanuel Semat, Anggita Puspa, and Anita Berliana

ABSTRACT

Speaking is one of the four skills in English subject, and it is also one of the communication tools in which students express their ideas, thoughts, and feelings. Indonesian Curriculum 2013 states that English is no longer learns in Indonesian elementary school and kindergartens. So that Junior high school students are learning English for the first time. That is why their speaking skill still weak. There are some approaches to improve student's skill. One of them is communicative approach. Role-play is part of communicative approach. This research aim is to describe the implementation of role play technique in teaching speaking to young learners. The respondent is one teacher who teaches young learners in seventh grade who are around 12 - 13 years at SMP Negeri 11 Kota Bogor. The researcher used qualitative research with descriptive method. He used observation classroom, documentation, and interview as the instruments. Based on the data, the teacher also used four steps to implement role – play such as motivating students, dividing students into a few group, asking students to presents their group work to in front of the class and evaluating students. However, in step 3 of role play technique the students came forward only to read the text. However, there is misled of instructions from the teacher to students, instead of asking students to make up the dialogue as the results of their work, and presented. In addition, the teacher gave the text from the book and asked the students to read it aloud.

Keywords: Role-Play Technique, Speaking, Young Learners.

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CHAPTER I

INTRODUCTION

A. Background of the Study

Teaching English in Indonesia is challenging. According to Rahmawati & Ertin (2014) as cited in Lestari, F., & Sridatun, F. A. (2020) English is learned not only as international foreign language in aim to build communication around nations. Therefore, one of the goals of English education in Indonesia is to develop student communication skills in both oral and written forms in order to achieve a level of information literacy. In addition, current English teaching in Indonesia aims to enable students to teach English in both complex and oral structures at certain rigorous levels. Students usually have useful practices and skills in an objective language.

English has become the graduated parameter in Junior and Senior High School. According to the government regulation, one of the goals in language learning is the students should be capable in listening, speaking, reading, and writing. In addition, another factor that freshmen struggled to acquire speaking skills, especially the strategies and methods educators used to communicate, could not be persuaded to speak to them.

Another problem comes up when the regulation and implementation of Indonesian Curriculum 2013 states that English no longer learns in Indonesian elementary school and kindergartens. Its position is only as local content, additional

subject/ extracurricular subject, or activities. The purpose of the communication method is to enable students to communicate. Combined with the statement that English is a difficult scary subject that makes the students' hesitation to speak in English. Besides, role-playing is very important in the Role play is a type of drama activity in which students act out a real-life scenario. Learners benefit from role-playing in the communicative approach because it provides them with a variety of contexts and social roles to practice their communication skills. Role-playing is also a popular activity in communicative language teaching. The guidelines outlined in the guide allow students to be more creative with their language output. In some versions, role-playing provides rehearsal time, allowing students to plan what they are trying to say, and is disturbing because students can hold themselves.

B. Reason of Choosing the Topic

Speaking is a communication skill which includes the use of verbal and non-verbal languages to deliver meaning, it uses usually discuss an opinion, ideas, feelings, and beliefs. The researcher wants to know variation for teachers with different kinds of suitable ways that can be implemented inside the classroom and help students to develop their confidence in speaking skill. There are three reasons why the writer chooses the topic.

The first reason is that the students who do not communicate English in the classroom must be triggered by choosing students to speak up. An appropriate strategy of role-playing led to speaking problems in English through speaking in

their classroom to give them the courage to speak up. As a result, it will increase in expressing their ideas when the teacher wants them to speak in English in the classroom.

The second reason is knowing students' encouragements, if they made some mistakes when they must communicate in English. Therefore, many students were not confident to speak and take part in classroom interaction.

The third reason is that the students were learning speaking skill where they needed time to practice their English, because they only practiced their English at school, and after they returned home from school, they did not use English anymore.

The conclusion is that he will use the technique in teaching speaking skill, and role-play is one method that can be used for this purpose and will have a significant effect on students, especially in speaking.

C. Aim of The Research

The researcher decides that aim of the research is to describe the implementation of role play technique in teaching speaking to young learners.

D. Research Question

Related to the background of study, the problem of this research is formulated into the question, "How is the implementation of role-play technique in speaking activity of young learners in the classroom?"

E. Research Focus

The researcher focuses on describing the implementation of role play technique in teaching speaking skill in the responsive performance type that will be applied by teacher for young learners.

The researcher wants to focus on young learners speaking skill. The researcher intends to know the process of teaching and learning English especially speaking skill and the targets is students of junior high school from the age of 6-12 years old.

F. Operational Definition

The research uses two variables: Role-play technique and speaking skill. Based on the writer's understanding here is the definition of each variable:

1. Role-Play technique

   A technique which involves fantasy or imagination to be someone else or to be ourselves in a specific situation for a while, improvising dialogue and creating a real-world scenario.

2. Speaking skill

   The ability to speak confidently and fluently is something which children will develop during their time at school, and something that will help them throughout their life.

Speaking skills are defined as the skills which allow us to communicate effectively. They give us the ability to convey information verbally and in a way that the listener can understand.

G. Research Significance

Researchers formulate two benefits that are expected in this study, namely theoretical benefits, and practical benefits

1. Theoretical Benefit

   This research can be used as a relevant reference material for students to conduct research in the same field as well as enrich research in teaching young learners, especially in teaching speaking.

2. Practical Benefit

   For teachers it can be a teaching reflection and recommendation for young learners' teachers to teach spoken language to children and they can develop the teaching and learning to be more innovative.

   For students it can help students encourage to speak up and make students more interactive in the classroom, especially in speaking.

CHAPTER II
THEORITICAL FOUNDATION

A. Definition Role Play

    Role play is one of the best techniques to make students speak. According Krebt, D. M. (2017) stated discovered that role-playing enhanced students' performance on speaking assessments in Iraqi English as a Foreign Language. This technique is very useful for developing the interpersonal skills of learners, having dedicated actors as role-play partners is considered the preferable approach as stated by Rogers, S. L., *et al.* (2020) for example, in role play activities a teacher gives a role to students and invites them to act as police, hotel reception, doctor, etc by giving them a scenario. Perhaps, in other session, the teacher also could give an opportunity to the students to create another narration, ideas for dialogue or scenario.

    According to Bawa cited by Idham, S. Y., *et al*. (2022) it is critical to identify the issue you want learners to solve, the topic for the scenario that best suits the situation, and the entire time allotted for the session to construct a successful role-play session. By using role play technique, students can speak. Students pretend to play their roles in various social contexts and have various social roles. The responsiveness to the complexity is the technique to decide the score. This technique makes the test-takers more simple, intensive, and responsive by Wulandari, M. (2019). In this role-playing activity, the teacher provides information to students about who they are and what they think or feel. For example, a teacher can tell

students' that "You are Jones, you go to the veterinary and tell him what happened today, and…" Directly can motivate students' to express what is on their minds.

Role-play develops speaking skills and increases the interaction among second language learners. It makes learners use the language successfully in many aspects of their lives by Idham, S. Y., *et al.* (2022). Moreover, they also explain that role play includes a particular communicative task, such as negotiating a purchase, solving a problem, making a reservation, and getting information.

Role-playing is a teaching strategy that enables students to engage with the topic in a way that is not possible in a traditional method by Piscitelli 2020 cited in Idham, S. Y., Subramaniam, I., Khan, A., & Mugair, S. K. 2022. From definition above research can conclude role play is a good method to implement in speaking classroom because it has a lot of benefits and advantages.

1. Steps of Role-Play Technique

There are many different step of role play technique:

The first one is stated from Huang, I. Y., & Shan, J. (2008) used:

a. First: 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.

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

c. 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.

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

From another steps is from website indeed editorial team, indeed.com/role-play-training (2023):

2. **Identify an issue**

Before the role-play session, gather participants and introduce a hypothetical issue they may encounter during their jobs. Make sure participants clearly understand the problem you're trying to address and what you want to accomplish during the activity. You can also engage in a discussion to help participants think about the issue and consider what they might do in the situation.

3. **Describe a specific scenario**

Choose a scenario for your participants to act out. Describe it thoroughly, providing specific details to make the role-play session as realistic as possible. Consider using scenarios that participants might experience in their

work, such as collaborating on a team with other employees or marketing a new product.

4. **Assign roles**

   Once you've established a scenario, assign roles to participants for the various fictional characters involved in the scene. Some characters may be employees who'll handle the situation, such as salespeople. Other participants may represent supporting characters, such as customers. Some participants may also watch the performance and offer feedback.

5. **Have participants act out the scenario**

   Ask some participants to act out the scenario and create different strategies for resolving the situation. For example, if the goal of your role-play activity is to have employees practice giving a sales pitch, participants might develop different ways to present a product to prospective customers.

   As the facilitator, you can suggest a variety of strategies for handling situations or have participants develop innovative solutions and actionable plans on their own. You might also have participants in the audience recommend what those acting in the scene should say or do to address the situation.

6. **Provide feedback**

   It's important for all participants to discuss the role-play activity once it's over. You may ask individual role-players about why they completed a

specific action or made a certain statement during the scenario. The resulting discussion can help participants gain a deeper understanding of the social dynamics that relate to the work situation and how they can address it in real life.

In conclusion, role-play is a possibly effective way to improve speaking proficiency of the students. , Sari, I. P., *et al*. (2021) the effect of role play on improving students' speaking ability: A library research, investigated how existing literature discusses the effect of role play as one of the teaching techniques on students' speaking ability. The activity not only creates the opportunities for the students to communicate, but also establishes the collaborative learning atmosphere which encourages them to develop strategies to overcome problems that occur when performing their role play. This directly prepares the students to face communication in real life.

B. Speaking Ability

Teaching English should involve four basic skills including Speaking as an oral communication. Speaking does not only involve speakers but also involve the listeners as they can be observed directly. Both speakers and listeners have to act what they listen and make their contribution as stated Cahyati, P., & Madya, S. (2019), The most needed of primary school students in learning languages is to communicate.

Harmer in Boru Tompul, R. (2019) describes when two people communicate, each of them normally has something that they need to know from the other. Thus, in natural communication, people communicate because there is an information gap between them, and they genuinely need the information for other people. It can be perceived that speaking is a kind of interaction process involving two or more people (as speaker(s) and listener(s)) in order to convey and receive the intended information. According to Rao, P. S. (2019) the speaking skill is more complex than the other skills, for learners should express their ideas on the spur of the moment. Therefore, in this case, the people involving in the interaction process should strive to speak clearly so that the information can be conveyed and accepted as expected.

Based on Hoge in Eberhard, B., *et al* (2017) stated that many people learn English to get access to a broader range of information, connections, and opportunities. The number of English speakers around the world has been on the rise for many years, with the current number approaching two billion. The fact, that so many people now use English as either a first or second language indicates that English is likely to remain a globally dominant language for many years to come. Thus, speaking is a greeter's communication; it has an important role in transferring ideas, opinions, intentions, and information to others.

Burnkat quoted in Heriansyah, H. (2012) points out that language learners need to have three areas of knowledge involved within speaking namely (1) mechanics of language elements (pronunciation, grammar, vocabulary), which emphasize on the use of right words in the right order with the correct pronunciation,

(2) the functions of language that deals with speaking performance in the form of transaction and interaction (e.g. knowing how to change information and giving the clarity of essential message), (3) the sociocultural norms (such as turn-taking, rate of speech, length of pauses between speakers relative roles of participants, understanding how to take into account who is speaking to whom, in what circumstance, about what, and for what reason).

From the statements above, it is necessary to have the ability to speak in order to express emotions and thoughts. It is used to convey meaning from one person to another for information. Speaking is interaction and communication with others and can be measured directly. Effective communication requires speaker-listener connections. Students need to speak out through learning by doing to improve their speaking skills. There are types of Speaking Performance according to Brown (2005) there are six categories of oral producing application that students are supposed to fulfil in the classroom.

a. Initiative

A very short time of speaking class may be used to hear speech and students try to find some element of language form. This is not for the goal of meaningful interaction. Drilling is a proper standard of the communicative language classroom. It gives students an opportunity to listen and repeat orally certain difficult things to produce.

b. Intensive

Intensive speaking is one level further than initiative to comprise as a part of any speaking performance. It plans to practice some grammatical aspect. Teacher divides students in pair work to learn more certain from language. Students can practice some grammars and pronunciations alternately.

c. Responsive

Responsive is reacting to respond something. It can answer short replies, ask questions, or give comments. These responds are usually enough such as sort conversation, standard greeting, small talk, simple request, and simple opinion. Teacher should consider on meaning and confirm to the fact.

d. Transactional (dialogue)

Transactional language is the aim of transmitting or exchanging information. It concludes an extended form of responsive language. For example, is the conversation that may have more complicated than responsive language.

e. Interpersonal

Interpersonal language is the aim for keeping social relationship. It relates to communication between people. For example, is the conversation that can involve some or all the components such as colloquial language which is common language as a familiar conversation, slang which is informal language often abusive and sarcasm which is the use of irony to convey contempt.

f. Extensive

Extensive oral production calls on students at intermediate to advance levels. They present extended monologue in the form of oral report like presentation, summaries like a brief statement of the main point, or probably short speeches like storytelling. It shows more formal and intentional with consideration. These monologues can be planned or spontaneous with little preparation.

C. Young Learners

The term young learner covers a wide age range. This can be anybody from the age of three to the age of eighteen. There is a big difference between what a three-year-old child can do and what a child of fifteen can do. We should consider their development too. Some children develop faster, others need more time Hosťovecký, M., & Pribilová, K. (2022)

The young learners are the students of the elementary school from the age of 6-12 years old. Teaching young learners is not an easy thing to do, even if it is one of the difficulties the teacher faces, we cannot deny that this is simply the way most children act or behave. In fact, teachers frequently instruct kids on proper classroom behavior by urging them to remain silent while the teacher is speaking and to raise their hands if they have any questions or requests. Regarding this, Pransiska in Cahyati, S. S., *et al*. (2019) stated that young learners are like sponges, they soak up everything we say and how we say it. There has been a growing awareness acknowledging that teaching English to young learners is not as simple

as we once thought. Utilizing what they have instead of forcing them to remain quiet or still is preferable. One of the struggles in teaching young learners is that their attentions can be easily distracted which makes they do not want to stay still so the result is they will not be engaged with the lesson. They can be subdivided into two group: they are younger group '6-8 years old' and older group '9-12 years old'. According to their level, they are called as students of lower classes such as first, second- and third-year students and upper classes namely fourth, fifth- and six-years students.

CDC in Pustika, R. (2021) that children at this age show more independence from parents and family, while friendship, being liked and accepted by peers, becomes more important. Being in school most of the day means greater contact with a larger world, and children begin to develop a greater understanding of their place in that world. Horwitz, E. K. (2010) pointed to the vulnerability of young learners who may perceive the assessment experience as highlighting their weaknesses or inability to acquire a foreign language, thus causing anxiety, children's ability to self-regulate their emotions also is evident in this period. Moreover, Syafei, A. F. R. (2020) that young learner enfolds a sequential period of age starting from approximately three years old to 15. It can be implied from the definition above that young learners in this research category are children around four until six years of age.

1. **The Characteristics of Young Learner**

Teaching English as a foreign language especially to young learners is different from teaching a foreign language to adults. Young learners have some characteristic. Then, Harmer cited by Mustika in Novtiani, N. (2022) states some general characteristic of children as below:

1. They meaning even if they do not understand the words,

2. They often learn indirectly than directly,

3. Their understanding comes not just from the explanation, but also from What they see hear and crucially have a chance to touch and interact with their sense.

4. They generally display an enthusiasm for learning and curiosity about the World around them.

Children are more enthusiastic and livelier as learners. They want to please the teacher rather than their peer group. They will have a go at an activity even when they don't quite understand why or how. However, they also lose interest more quickly and are less able to keep themselves motivated on tasks they find difficult. Children do not find it as easy to use language to talk about grammar discourse. Children often seem less embarrassed than adults at talking in a new language, and their lack of inhibition seems to help them get a more native-like accent.

Siswanto cited by Pustika, R. (2021) stated that characterizes young learners as enthusiastic and lively learners. They also have a lot of physical energy. Therefore, young learners can be easily stimulated. Learners in this age are at a maximum of openness to people and situations which are different from their own experience. For these children, a global emphasis is extremely important, which gives them an opportunity to work with information from all parts of the world.

Based on the consideration above, young learners are excited when they a new thing from the teacher. They also want to get attention from the teacher than their friends. They will pretend to understand or they understand in their way, while have a short concentration attention. However, they have more encouragement to talk using new language than adults.

D. Related Research

The writer found many researchers that have been conducted on this topic. There are three related researches that help the writer in making this research. The first research was conducted by Julianda, A. (2015) The Implementation of Role Play Technique to Improve Student's Speaking Ability this research was to find out whether there was a significant improvement of the student's speaking ability after they were taught by using role play. This research used quantitative approach and it was conducted to 36 students in class X MIA 3. This research was conducted in 5 meetings: first, the researcher administered pretest. In the second, third, and fourth meeting, the researcher conducted the treatment by using role play Technique.

Based on the results of the data analysis and discussion, the researcher concludes that there was a significant improvement of the student's speaking skill from the pretest and posttest after they were being taught by using role play Technique. Role play Technique is applicable to encourage the students to improve their speaking skill and its aspects namely: pronunciation, grammar, vocabulary, fluency, and comprehension. It could be proven from the improvement of the student's mean scores in the pretest and the post-test.

Second related research conducted by Krebt, D. M. (2017) "The "Effectiveness of Role Play Techniques in Teaching Speaking for EFL College Students", Journal of Language Teaching and Research. The participant were 40 college students in University of Baghdad and the objective of this research is finding the effectiveness of using role-play as a classroom technique on Iraqi EFL college students' speaking skill. The researcher conducted this research used quantitatively using interview and questionnaire to collecting data.

The last research entitled "The Effect of Role-Play on the Development of Dialogue Skills among Learners of Arabic as a Second Language" was conducted by Daif-Allah, A. S., & Al-Sultan, M. S. (2023). This quasi-experimental research design was used since it provides detailed information on the impact of the independent variable, the role-play strategy, on the dependent variable, dialogue skills, for advanced-level learners of Arabic as a second language at Qassim University. This study aimed to identify the effect of role-play on the development of dialogue skills among advanced-level students of Arabic as a second language in

the first semester of the academic year 2022/2023 at the Arabic Language Teaching Unit for Non-Native Speakers at Qassim University. Toward this end, a dialogue skills assessment scale was designed to assess the effect of role-play on the development of dialogue skills among advanced-level students studying Arabic as a second language at Qassim University.
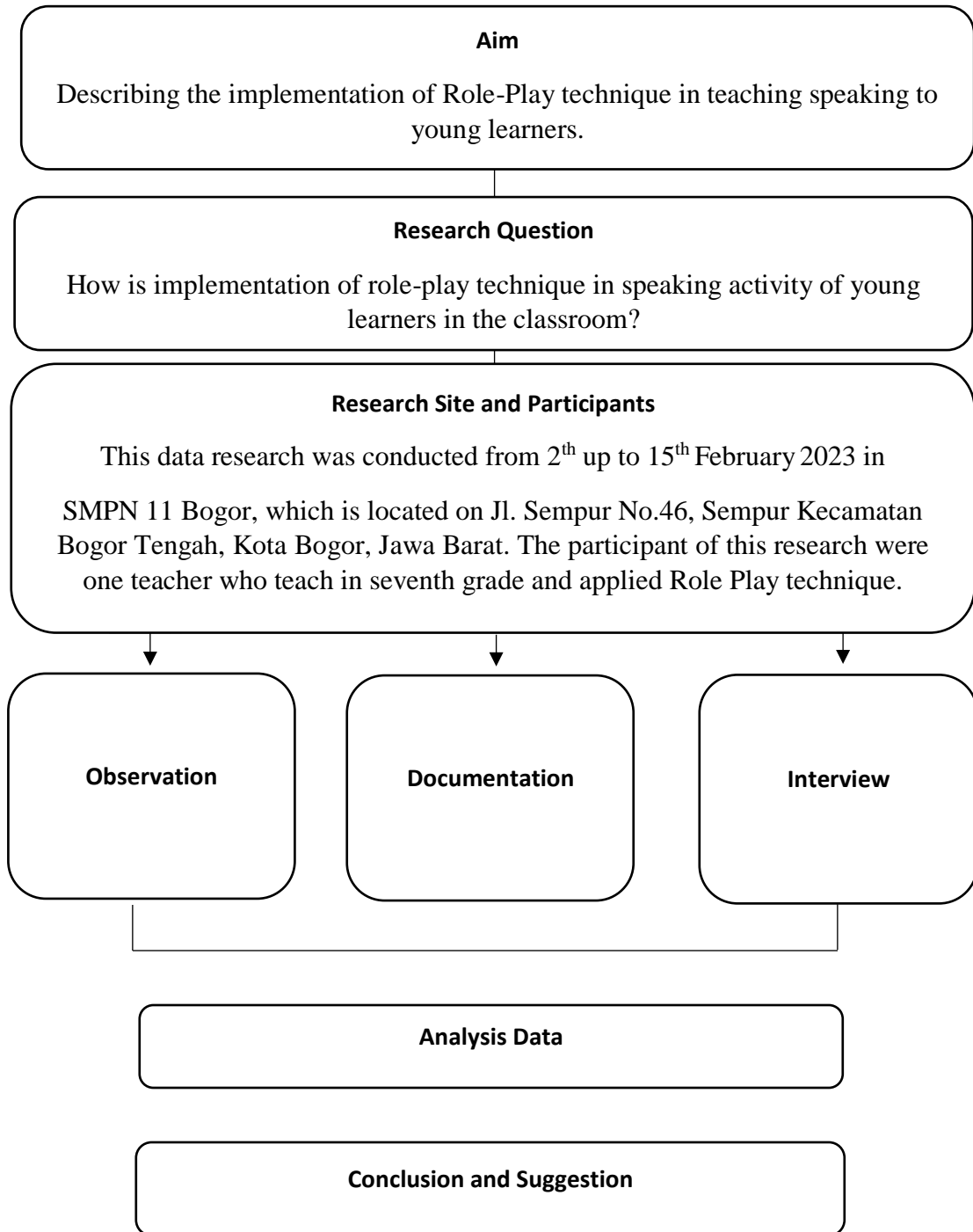
CHAPTER III
RESEARCH METHODOLOGY

A. Research Method and Design

In this research, the researcher chooses a qualitative approach since it is intended to investigate the implementation of role-play in teaching speaking language to young learners. Patiung, D., *et al.* (2015) states that descriptive method is research that is purposed to gather the information about the status phenomenon. Moreover, descriptive analysis design is used to describe the implementation of role-play techniques in teaching speaking to young learners.

There are three steps of triangulation are arranged in order to collect the data. The first instrument is classroom observation. The second instrument is documentation. It is used for analyzing teacher's way in teaching speaking by using lesson plan. The third instrument is interview. In this step, the teacher will be interviewed. By using the triangulation technique which means all the data are gained from the observation, documentation, and interview, the reason for selecting the three samples is because of the accessible factor; the access was easier, the atmosphere was more conducive, therefore the researchers could obtain more comprehensive data by Sugiyono in Cahyati, S. S., *et al.* (2019).

The research design is presented as follows:

Aim

Describing the implementation of Role-Play technique in teaching speaking to young learners.

Research Question

How is implementation of role-play technique in speaking activity of young learners in the classroom?

Research Site and Participants

This data research was conducted from 2th up to 15th February 2023 in

SMPN 11 Bogor, which is located on Jl. Sempur No.46, Sempur Kecamatan Bogor Tengah, Kota Bogor, Jawa Barat. The participant of this research were one teacher who teach in seventh grade and applied Role Play technique.

Observation

Documentation

Interview

Analysis Data

Conclusion and Suggestion

B. Research Site and Participants

The data was collected from students at SMPN 11 Bogor, which is located on Jl. Sempur No.46, Sempur Kecamatan Bogor Tengah, Kota Bogor, Jawa Barat. One teacher who teach young learners in Seventh grade who are around 12 - 13 years.

C. Research Instruments

In conducting the research, the data would be collected through classroom observation, documentation, and interview. The first instrument is observation. According to Creswell (2014), observation is used to observe students' behaviour while a teacher teaches applying role-play technique in the classroom. The implementation of role-play technique in teaching speaking to young learners would be observed from the beginning of learning activity until the end of it. Moreover, the classroom observation itself will be held for two meetings until all the data taken has been reached.

The second instrument that will be used in this study is documentation. It will be used to support the writer to collect the data by analysing the lesson plan that used by the teacher.

The third instrument is interview. The teacher will be interviewed by the researcher. This interview is conducted to avoid misconception about the implementation of role play process had been found in the observation and to make sure of the information and data during teaching and learning process. This activity

is recorded with a voice recorder of phone and then, the result is transcribed. The transcription of the record is carefully analyzed in order to get the important information according to the research question.

D. Research Procedure

Non-test instruments will be used to collect the data. They will be; classroom observation. In the first step, the classroom observation will be conducted to see the phenomenon that happen in a natural setting. The phenomenon will be referred to the activities done by the teacher in teaching speaking English language to young learners. The researcher will use classroom observation checklist as a technique in gathering the data from the classroom observation.

Second, the documentation will be conducted to each student in the classroom. This documentation will be done in order to get the detailed information from each participant related to the technique that will be applied by the teacher. The researcher will use lesson plan as the documentation.

Third, the interview will conduct to align the result that had been found in the observation, and to make sure of the information step by step the implementation of role plays and data during teaching and learning process. This activity will be recorded with a voice recorder of phone, and then the result also will be transcribed. The transcription of the record is carefully analyzed in order to get the important information according to the research question.

E. Data Analysis

After the researcher get the data, those data are analyzed as follow;

1. Data of Analysis of Observation

   The data of classroom observation are gained through classroom observation checklists. The data from the classroom observation checklist are described into writing form.

2. Data Analysis of Documentation

   The writer used teacher's lesson plan related to topic which is used in teaching and learning process as documentation. The documents above is The Implementation of Role Play Technique in Teaching Speaking for Young Learners. This activity supported by lesson plan checklist.

3. Data Analysis of Interview

   The interview will conduct to align the result that had been found in the observation, and to make sure of the information step by step the implementation of role plays and data during teaching and learning process. This activity will be recorded with a voice recorder of phone, and then the result also will be transcribed.

F. Table Instrument

1. Analysis of Observation Table

Table 3.1
Observation Note

Penyataan Ahli	Indicator	Implementation of Role Play			Notes
		Step of role – play	YES	NO	
According from Huang (2008) stated that there are five ways to applied role – play technique on students such as, motivate students, teacher divides students into several group to assign roles, students come in front of the class, and evaluating students.	Teacher motivates the students.	1. The teacher explains about the material. 2. Gives out the conversation that has relationship with the material. 3. Teacher reads the conversation that has been given out to the students and asks to the students to repeat it. 4. Teacher asks to the students to memorize it.			
	Teacher divides the students to into several groups to assign roles.	5. Students prepare themselves to made conversation in front of class.			
	Teacher asks students to come in front of class.	6. Students make the conversation based on the conversation that has been given by teacher. 7. Teacher calls one by one of each group to come in front of class.			

Indicator	Implementation of Role Play			Notes
	Step of role – play	YES	NO	
Evaluating	8. Teacher walks around to check and correcting the speaking of students.			

2. Analysis of Documentation

Table 3.2
Documentation Note day 1

Indicator	Implementation of Role Play			Notes
	Step of role – play	YES	NO	
Teacher motivates the students.	1. The teacher explains about the material. 2. Gives out the conversation that has relationship with the material. 3. Teacher reads the conversation that has been given out to the students and asks to the students to repeat it. 4. Teacher asks to the students to memorize it.			
Teacher divides the students into several groups.	5. Students prepare themselves to made conversation in front of class.			

Teacher asks students to come in front of class.	6. Students make the conversation based on the conversation that has been given by teacher. 7. Teacher calls one by one of each group to come in front of class.			
Evaluating	8. Teacher walks around to check and correcting the speaking of students.			

Table 3.3
Documentation Note day 2

Indicator	Implementation of Role Play			Notes
	Step of role – play	YES	NO	
Teacher motivates the students.	1. The teacher explains about the material. 2. Gives out the conversation that has relationship with the material. 3. Teacher reads the conversation that has been given out to the students and asks to the students to repeat it. 4. Teacher asks to the students to memorize it.			

Teacher divides the students into several groups.	5. Students prepare themselves to made conversation in front of class.			
Teacher asks students to come in front of class.	6. Students make the conversation based on the conversation that has been given by teacher. 7. Teacher calls one by one of each group to come in front of class.			
Evaluating	8. Teacher walks around to check and correcting the speaking of students.			

3. **Analysis of Interview Table**

<div align="center">

Table 3.4
Interview Note

</div>

Indicator	Implementation of Role Play		Questions
	NO	Langkah – langkah Role play	
Teacher motivates the students.	1	1. The teacher explains about the material. 2. Gives out the conversation that has relationship with the material. 3. Teacher reads the conversation that has been given out to the students and asks to the students to repeat it. 4. Teacher asks to the students to memorize it.	1. **Bagaimana cara menstimulus siswa diawal pembelajaran dengan tehnik role – play?**
Teacher divides the students into several groups.	2	5. Students prepare themselves to made conversation in front of class.	2. **Menurut ibu, Bagaimana cara agar siswa dapat memahami skenario yang dibuat?** 3. **Bagaimana cara agar siswa dapat memahami skenario (buku paket conversation yang maju kedepan)?**
Teacher asks students to	3	6. Students make the conversation based on the conversation that has been given by teacher.	4. **Bagaimana cara ibu membagi peran pada siswa dalam skenario?**

come in front of class.		7. Teacher calls one by one of each group to come in front of class.	
Evaluating	4	8. Teacher walks around to check and correcting the speaking of students.	**5. bagaimana ibu memastikan bahwa siswa paham dengan materi yang diterapkan menggunakan role-play tehnik?** **6. Bagaimana cara ibu mengatasi siswa yang tiba tiba terdiam (blank) disaat scenario diaplikasikan?**

CHAPTER IV
DATA DESCRIPTION AND ANALYSIS

A. Data Description

This research was conducted from February 2th up to February 15th 2023 in SMPN 11 Bogor, which is located on Jl. Sempur, No.46, Kecamatan Bogor Tengah, Kota Bogor, Jawa Barat. The participant of this research was one an English teacher in the seventh grade who applied Role Play technique in learning process. The data of this research were collected from the result of observation, documentation, and interview. The results obtained were the description of role-playing technique in teaching speaking to young learners and how the teacher applied role – play technique.

1. Data from Observation classroom

The researcher observed the classroom twice in a week. It was conducted on seventh grade class G this class was chosen because the teacher applied role-play technique in the class. In this observation, the writer focused on classroom activities in speaking based on teachers' lesson plan. The first observation was conducted on February 7th, 2023. As the instrument, there are five indicators that were observed are the motivation given by teacher, the distribution of students into group. The instruction given to the students to come to the front of the class, to evaluate of the learning process.

Table 4.1

Pre- activity observation form

Indicator	Implementation of Role Play			Notes
	Step of role – play	YES	NO	
Teacher motivates the students.	1. The teacher explains about the material.	√		The teacher didn't include role – play technique while giving motivates to students.
	2. Gives out the conversation that has relationship with the material.	√		
	3. Teacher reads the conversation that has been given out to the students and asks to the students to repeat it.	√		
	4. Teacher asks to the students to memorize it.		√	

In the first meeting from pre- activity above that the teacher opened the lesson by checking the student's attendance, after that the teacher started giving motivation. Besides, the teacher also provides stimulation to students by giving *yel- yel* and after that asking warmly "how are you students?" students answer simultaneously "I am fine miss" and teacher explain the material to be studied is descriptive text. Unfortunately from indicator from researcher, the teacher did not added role- play technique to motivated students. The teacher asked question to the students about conversation and invite volunteer to come in front of the class. After that, the teacher explained about adjective and the meaning to the students.

Meanwhile, students followed the teacher instruction to re explain it in front of the class.

Figure 4.1 Teacher Explanation

After the explanation from the figure 4.1, the teacher asked "what do you know about adjective?" to each student. The activities was aimed students' knowledge about adjective and make students more comfortable in speaking English, then the teacher giving students assignment in textbook. Meanwhile, from the picture students doing the assignment and teacher allow them if do not understand about the material it is possible to ask it.

Figure 4.2 Students' Role Play Activity

Table 4.2
Whilst – activity observation form

Indicator	Step of Role - Play	YES	NO	Notes
Teacher divides the students into several groups.	5. Students prepare themselves to made conversation in front of class.	√		

Meanwhile in the next 10 minutes from whilst - activity, the indicator that researcher stated above that after students get stimulation and know about

descriptive text, as shown in the picture above that the teacher divides students into several groups. Moreover figure 4.2 and figure 4.3 that can describe, it is intended that students can work together in the learning process using role play techniques, in this technique students were divided into several groups and were asked to do the task given by the teacher is to make a conversation. From the indicator the researcher observation form 4.2, that the students preparing conversation material from the teacher that have explain and also the teacher giving advice rotation desk to desk to review each student's worksheet about the material and the difficulty that students concern.

Table 4.3
Whilst – activity observation form

Indicator	Step of Role – Play	YES	NO	Notes
Teacher asks students to come in front of class.	6. Students make the conversation based on the conversation that has been given by teacher.	√		
	7. Teacher calls one by one of each group to come in front of class.	√		

Based on data provided from the observation of students' classroom in 7th grade of G and the teacher, it was found out that classroom activities focused on teaching speaking skills to young learners, of how to use adjectives in conversation also practiced speaking in pairs and provided a new vocabulary list for using adjectives.

Figure 4.3 Students performed in front of the class

From the indicator observation form 4.3 and figure 4.3, that students are given the opportunity to make and memorize conversations they made with their group mates, then the teacher asked students to came to the front of the class to present the results of the conversations from their group work. In the picture it is also shown that students come forward in pairs and have conversations, the teacher paid attention to students while correcting if there is an incorrect pronunciation, the teacher explained to all students how that the correct way to pronounce the word.

The students who sat on their respective benches, also paid close attention to how their friends were doing the conversation in front of the class. Here, shows that the implement role play technique is not fully matched up with theory in the learning process, among other things students can appreciate and learn from friends

who have already made presentations, and students also know how to have good conversations.

Figure 4.4 Students' Evaluation

Table 4.4

Post – activity observation form

Indicator	Step of Role - Play	YES	NO	Notes
Evaluating	8. Teacher walks around to check and correcting the speaking of students.	√		

For evaluation, the teacher gives the students another conversation task taken from the textbook, after which the teacher goes around the class and visits several students to see how the students are progressing after using the role play technique, then it was found that with the learning process using role play techniques, students were found to be more active in class, confident when asked to do conversational assignments, students seemed to begin to understand how to do conversational assignments, besides those students also discussed a lot with their friends and asked questions.

Figure 4.5 Teacher giving advice and feedback

From the figure 4.5, the teacher provided guidance and feedback to the students throughout the activity, highlighting strengths in speaking and making suggestions for development in areas such as pronunciation and fluency.

2. Data from Documentation

The research was conducted on February 7th, and February 14th, 2023. Through analysis lesson plan used by teacher during teaching-learning to support main data. The data was taken through analysis lesson plan checklist based on step by step of the implementation of Role-play technique in teaching speaking for young learners. There is one lesson plan collected by the researcher to find "how is the implementation of role-play technique in speaking activity of young learners in the classroom?" that used while teaching speaking for young learners.

a. Pre-activity

From this activity, unfortunately the researcher found that the teacher did not implement role play technique in learning process, especially in this activity. On the first, second, and third days, the researchers found that the teacher explained the material to students well and helped students in conversations related to the material, such as by giving students examples from textbooks. Besides, the teacher also helps students in understanding the meaning of using adjectives in a sentence.

F. Langkah-langkah Kegiatan Pembelajaran
Pertemuan ke-1

Kegiatan	Deskripsi Kegiatan	Waktu
Pendahuluan	1. Guru menyapa siswa, menanyakan kabar dan memastikan kehadiran siswa 2. Guru memotivasi siswa dengan melakukan yel yel semangat kepada siswa 3. Guru menyampaikan tujuan pembelajaran 4. Guru memberi kesempatan kepada siswa bertanya mengenai materi yang sudah disampaikan	10 menit

Figure 4.6 Pre – activity documentation lesson plan

From the results of the documentation, when the teacher motivates students, this is shown from the evidence in the lesson plan. In the learning process, the teacher from documentation lesson plan checklist that motivates students in pre-activity, this is also supported by the results of observations, that when the teacher

stimulates students, the teacher interacts well with them, beside the teacher did implement role – play in this activity, so that it can be seen in the observation pictures that students feel enthusiastic and give good responses. After students start to be interested in learning material, the teacher asks students to memorize the material that has been given.

b. Whilst-activity

From the results from documentation of lesson plan whilst – activity the step-by-step implementation of the technical role play in whilst list activity on the first day, it shows that students were starting to prepared themselves to carry out conversations using adjective sentences. Beside the teacher giving instruction to students. Meanwhile, when the teacher stimulates students with questions, they answer enthusiastically and can understand the material presented. This was also strengthened by the results of the meeting on the second day, when students began to be ready to have conversations with other students and the teacher.

		Mengamati (Observing)	
		1. Siswa diminta untuk mengamati dan menyampaikan pendapat mereka terkait gambar yang tersedia di buku halaman 100	
		2. Siswa dan guru membahas hasil pengamatan siswa	
		Menanya (Questioning)	
		3. Siswa dizinkan bertanya mengenai hasil pengamatan yang sudah disampaikan	
Inti		**Mengumpulkan Informasi atau Mencoba (*Experimenting*)**	60 menit
		4. Siswa diminta untuk mengumpulkan data teman-teman dengan cara interview terkait dengan hal yang mereka ketahui dengan kata *adjective*	
		Mengolah atau Menganalisis Data (Associating)	
		5. Siswa duduk berkelompok sebanyak 5 orang untuk berdiskusi dan menyusun kalimat yang mereka dapatkan tekait sifat benda, orang hewan dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks	
		6. Siswa maju ke depan kelas untuk membacakan hasil diskusi mereka	

Figure 4.7 whilst – activity documentation lesson plan

In the lesson plan documentation, it is shown that the teacher also asks students to observe and convey the results of the conversations they have. Students are asked to work in pairs; this is intended so that students can exchange information, provide opportunities for each other, and worked together.

After students are divided into several groups, the teacher were asked students to came forward to have conversations that they have had, which is also reinforced by the existing lesson plan.

Finally, it was concluded that in whilst activity, it was found that students were more ready to start the learning process, for example, being motivated to come to the front of the class after seeing their friends.

c. **Post-activity**

The last activity carried out in the learning process is the post-activity. Before evaluating and closing the class, the teacher gives students worksheets. So, that the teacher can assess the students' abilities in

understanding the material that has been given. Not only that, the teacher also controls students by walking around and asking if students have difficulty understanding the material.

The result of teacher evaluation shown in documentation, providing feedback to students according to the context of the material being taught and its use.

Penutup	1. Guru dan siswa menyimpulkan hasil unjuk kerja terkait dengan sifat benda sesuai dengan konteks penggunaannya 2. Guru memberi kesempatan kepada siswa bertanya mengenai materi yang sudah disampaikan	10 menit

Figure 4.8 post – activity documentation lesson plan

This is evidenced from the results of the lesson Plan and observation, and the teacher also provides opportunities for students to ask questions about the material being taught. This is also supported by the results of observations and lesson plan documentation. Unfortunately, despite implementation of role – play technique it's not fully implement in pre activity, meanwhile in whilst activity role – play have a big role to engage students each other, sharing opinion, while the teacher observe them.

3. **Data from Interview**

    The interview session was conducted on February 14th 2023, there was

6 questions according to indicator. The indicator was "the implementation of

role play technique in teaching speaking for young learners." As mentioned,

excerpt #1, excerpt #2, excerpt #3, excerpt #4, excerpt #5, and excerpt #6.

Excerpt #1

> *"Kalau menstimulus siswa, emm… saya pakai warm up hands up agar lebih focus kepada materi."*
>
> I utilize warm-up hands-up to motivate students to concentrate more on the subject matter.

    The teacher's answers above show that stimulating students with

warm-up hands triggers students to be more focused and increases enthusiasm

for participating in the learning process and it's not including role-play

technique.

Excerpt #2

> *"Ituu awalnya diajak diskusi tentang materi pembelajaran dan bertanya kepada siswa tentang apa yang mereka dapat dari conversation tersebut dan setelah mereka memahami materi, saya suruh mereka membuat conversation sentence sedikit dan gak banyak asal mereka paham tentang membuat conversation."*
>
> Initially, I was told to discuss the learning objectives and ask the students what they learned. Once they had a good understanding of the topic, I instructed them to create a few conversational sentences—just a few, as long as they understood the concept of developing conversations.

    The teacher's answers above show that after discussing learning

material and asking students what they get, after they understand the learning

material being taught, the teacher also asks students to make conversational

sentences so they understand the material being taught.

Excerpt #3

> *"Untuk membagi peran dengan teman sebangku agar mereka lebih mudah mudah berdiskusi untuk mengerjakan tugas yang diberikan."*
>
> To assign roles to colleagues so that they are able to effectively discuss the responsibilities they've been given.

The teacher's answer above shows that dividing roles with colleagues

makes it easier for them and also easy to discuss in carrying out the assignments

given.

Excerpt #4

> *"Kalau dalam mengatasi siswa untuk ikut andil, mungkin ditunjuk per kelompok. Supaya mereka ada tanggung jawab untuk maju karena itu termasuk tugas juga, jadi ditunjuk agar mereka dapat bertanggung jawab."*
>
> Students may be assigned to groups if it proves difficult to get them to participate. They are chosen as a means in order to be able to take responsibility for advancing through because that is also a task.

The teacher's answer above shows that how the teacher handles

students taking part is that the teacher appoints students per group so that they

can be responsible for progress because that includes the value of the

assignment as well, so they are appointed so they can be responsible.

Excerpt #5

> *"Untuk mengatasi yang ngeblank mungkin mengimprovisasi, jadi mereka tetep role-play dan berconvesation, tidak apa apa menggunakan bahasa Indonesia sedikit yang penting mereka paham conversation mereka mencapai goals mereka."*
>
> It's acceptable to use a little Indonesian to fill in any blanks and continuing role-playing and conversing; the most important thing is that they comprehend what is being said so they may accomplish their objectives.

The teacher's answer above shows that the way to deal with students who are blank might be improvised, so they still role-play conversations, and also that the teacher allows students to use Indonesian so they understand their conversations to reach goals.

Excerpt #6

> *"Dipastikannya itu saat mereka maju kedepan kelas, sudah diberi tema untuk conversation dan diliat dari mereka cara berconversation nyambung satu sama lain atau melenceng dari tema yang diberikan."*
>
> To make sure that when they stepped in front of the class, they had been given a discussion topic, and you could tell by the way the conversation flowed or drifted from the topic at subject.

The teacher's answer above the teacher confirmed this as they came to the front of the class, given a theme for the conversation and see how they speak whether or not they relate to the given theme.

B. Data Analysis

1. Teacher Motivates the Students

From the results of observations, interviews, and documentation, researchers analyze the data that has been obtained. As to the findings on how to apply the role-play technique, the teacher *yel – yel* at the class to get them focused before lessons begin. Also, teacher gave students the chance to ask questions about the material being taught after the teacher has motivated them to learn about adjectives. It was discovered on pre-activity in the lesson that the teacher did not use role-playing techniques. Pransiska, R. (2016) stated that young learners are like sponges, they soak up everything we say and how we say it. Besides that, students also became more focused during the learning process. Moreover, Siswanto, A. (2017) stated that characterizes young learners as enthusiastic and lively learners. They also have a lot of physical energy and this was also supported by the results of the documentation, where students look enthusiastic and respond well to the teacher.

2. Teacher Divides Students into Group

Second, from observing the teacher, the researcher found that role-playing was used in whilst-activity. After teaching the students the material, the teacher divided the students into a few groups to facilitate conversations based on the topics they had already been given from the book package. This was also supported by the teacher's statement from the interview results, in which the teacher stated that students were divided into several groups and divided their respective roles and

discussed them with each other. Cahyati, S. S., *et al*. (2019) stated that the most thing that primary school students need in learning languages is to communicate. This is also supported by the results of the documentation showing that students sat with their groups, discussed, and participated actively in the class.

3.   Teacher Asked Students to Come in Front of Class

The third is that the teacher gave the students a fifteen-minute session to discuss their concerns and give them advice by walking around group to group. After 15 minutes of quiet time, the teacher called on each group to report to the front of the class to present the students' discussion results. Despite the fact that the students themselves read the presentations, the teacher urged the students to not focus too much on the text so that the students could be more engaged in the situations that they had imagined for their own conversation and so that their conversation would be more realistic. According to Bawa in Idham, S. Y., *et al.* (2020) it is critical to identify the issue you want learners to solve, the topic for the scenario that best suits the situation, and the entire time allotted for the session to construct a successful role-play session. The observation results show that students come to the front of the class in pairs to have a conversation. This is evidenced from the results of interviews with the teacher that students are responsible for advancing because that is part of the task that assessed by the teacher. Besides that, from the results of the documentation, it can be seen that the students did come forward in pairs.

4. Evaluating

The last is evaluation, the observation results showed that the teacher following the presentation of the class's results, the teacher provided feedback and positive criticism so that the students could better understand the situations and conditions in the role-play. Horwitz, E. K. (2010) pointed to the vulnerability of young learners who may perceive the assessment experience as highlighting their weaknesses, this is also supported by the results of interviews where the teacher says how to deal with blank students by improvising, so that students can be inspired and can carry out the activities given by the teacher. Supported by the results of the documentation seen when the teacher is helping students discuss and seen when the teacher pays attention to student conversations in front of the class.

Everything went as smoothly as it should. Unfortunately, in step 3 of role play technique the students should have come forward to present their work in front of the class. Here there is mislead of instructions from the teacher to students, instead of asking students to make up the dialogue as the results of their work, and presented. In addition, the teacher gave the text from the book and asked the students to read it aloud.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

The researcher conducted this research to describe the process of how to implement role – play technique in teaching speaking for young learners, he chose a teacher who applied role – play technique in her classroom as the participant.

After conducting this research it can be concluded that the teacher used role-playing techniques in facilitating conversations among students based on topics they provided in the book package. There are four steps to implement role – play technique that the teacher applied in the classroom, the first one is motivating students the teacher *yel – yel* at the class to get them focused before lessons begin. Second is dividing students into several groups after teaching the students the material, the teacher divided the students into a few groups to facilitate conversations based on the topics they had already been given from the book package. Third is teacher asked students to presents their group work in front the class, the teacher gave the students a fifteen-minute session to discuss their concerns and give them advice by walking around group to group, despite the fact that the students themselves read the presentations Unfortunately, in step 3 of role play technique the students should have come forward to present their work in front of the class. Here there is mislead of instructions from the teacher to students, instead of asking students to make up the dialogue as the results of their work, and presented. In addition, the teacher gave the text from the book and asked the students

to read it aloud. The last step is evaluating students, the teacher following the presentation of the class's results, the teacher provided feedback and positive criticism so that the students could better understand the situations and conditions in the role-play. Overall, that the role-play technique could be an effective teaching technique to improve students' speaking ability and communication skills.

Moreover, students become proficient in English as a result of their regular role - playing exercises by giving students feedback after their performances, and limitation which the teacher not fully implement role – play technique like stated in theory.

B. Suggestion

After completing the study and drawing conclusion from the whole data, the researcher admitted that there were still many more should be improved and advanced in this study.

Based on the results of the data found, the researcher has a suggestion for further researchers or teachers who will use the role play technique. Role play is a technique that identifies the topic for the scenario that best suits the situation & the issue that learners to solve becomes critical. Based on this definition, it explains that this technique can be used in other ways by modifying the desired topic or scenario. This is an opportunity for future researchers to use technical role play in different English skills, such as pronunciation and writing. On the other hand, this technique makes the test-takers more responsive. Also, for the teachers they should read the

instruction of using a role – play technique carefully so that there will be no mislead in the classroom. This makes role play a suitable technique learning systems that make students more active in class, which is the suggestion given by the researcher. Hopefully, this can help or facilitate future researchers and teachers in determining or looking for research topics.

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APPENDICES

Appendix 1

Surat Keterangan (SK)