

THE IMPLEMENTATION OF ROLEPLAY ACTIVITIES TO GET STUDENTS SPEAK

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Abstract: This study aimed to elaborate the implementation of Role-play activities to get students speak more in the class. The subjects of this research were second grade students of SMA Tutwuri Handayani Makassar which consist of 26 students. This research applied qualitative case study, conducted collaboratively to elaborate the implementation of Role-play activities in English class. The focus of the research were the implementation of role-play activities during the class in relation to how those activities were implemented in the class and some important points in teaching in the class. There are six role-play activities conducted in the class during the research. The six role-play activities are shopping role-play, visiting the doctor role-play, making a phone call role-play, dining out role-play, lost and found role-play, and detective role-play. These role-play activities were considered successful to make students practice more speaking since they were very excited in the class and participate well in every activity. They also become more familiar with English instruction and they practiced speaking more. The result of this research is expected to be useful information for school and teachers in designing teaching activities which are useful for students, and for the researchers to improve the ability in writing scientific paper and solving problems related to educational matter which is exist in society and academic world.

Keywords – Role Play, Speaking, Makassar

INTRODUCTION

Most schools in Indonesia employ some forms of lecture teaching method to teach students. For many years, lecture method was the most widely used in many schools. McIntosh (1996) observed that lecturing is frequently a one-way process unaccompanied by discussion, questioning or immediate practice which makes it a poor teaching method. Another opinion came from Jameel (2011) he said that contemporary English as a language for learning is better presented in the form of communication, unconscious of the systematically standard theories and grammar rules. However the usefulness of other teaching methods is being widely examined today. Students have learnt English for years, but the fact can be seen now is that we rarely find students of high school especially those who come from not so popular School who can speak English well. There are many factors why we rarely find students of high school nowadays can speak English well; one of them is the method or the way their teachers deliver the lesson in the class. It is common for some teachers in high school to perform teaching in the class using conventional way such as asking the students to memorize a lot of vocabularies, memorize lots of formulas of tenses etc. As the result, some students consider English as a difficult and boring lesson while few of them can master the English grammatically and memorize a lot of vocabularies but still poor in speaking skill.

It is very important for teachers to realize that the aim of teaching English is not to make students to master English but more on how to teach them to be able to communicate in English. It is not only to prepare students for academic or written English but also prepare students to have speaking skill and communicative competence. That is why teachers are suggested to employ communicative approach in teaching. For some teachers language learning is a hard task which can sometimes be frustrating. Constant effort is required to understand, produce and manipulate the target language. Well-chosen activities are invaluable as they give students a break and at the same time allow students to practice language skills. Fun activities are highly motivating since they are amusing and at the same time challenging. Furthermore, they employ meaningful and useful language in real contexts. They also encourage and increase cooperation.

There is a common perception that all learning should be serious, and that if one is having fun and there is laughter, then it is not really learning. This is a misconception. It is possible to learn a language as well as enjoy oneself at the same time. One of the best ways of doing this is through communicative games or activities. According to Kim (1995) in www.teflgames.com there are many advantages of using games in the classroom; Games are a welcome break from the usual routine of the language class, They are motivating and

challenging, learning a language requires a great deal of effort. Communicative games or activities help students to make and sustain the effort of learning, they provide language practice in the various skills- speaking, writing, listening and reading, they encourage students to interact and communicate; they create a meaningful context for language use, etc. so it is very helpful for the teachers to get the students speak more in the class and develop their speaking and communicative competence.

The reason why the writers conduct this research in SMA Tutwuri Handayani is that because it is one of not popular high school in Makassar and because most students there still have difficulties in communicating using English. According to the English teacher there, the students are still lack of motivation in learning and rarely practice speaking in the class. Some students are good in writing and reading but most of them have problem in speaking skill. Therefore, the writers think that there should be an alternative way that can be applied in teaching them which is useful in improving their speaking skill. The writers argued by applying role-play activities in the class will help students practice their speaking more. Then this research focuses on investigating the implementation of role-play activities in teaching speaking skill.

Communicative Language Teaching

Communicative Language Teaching is an effective way of engaging learners and helping them to develop their language skills in a natural context. It encourages learners to improve their language in a personalized way and help them to interact in English in real life situation rather than just learning English grammar rules and word lists. Students develop their skills by “doing”. So communicative language teaching is about allowing students to practice more and to relate language to their own realities. Activities in communicative language teaching are focused on students in realistic communication.

The communicative approach in language teaching starts from a theory of language as communication. The goal of language teaching is to develop what Hymes in Richards and J. C. Richards and Rodgers (1986/2001) referred to as communicative competence. According to Jack C. Richards (2006) communicative competence include the following aspects 1) Knowing how to use language for range of different purposes and functions, 2) Knowing how to vary our use of language according to the setting and the participants, 3) Knowing how to produce different types of text, and 4) Knowing how to maintain communication despite having limitations in one’s language knowledge. Hymes coined this term in order to contrast a communicative view of language and Chomsky’s theory of competence. Chomsky (1965) held that

Linguistic theory is concerned primarily with an ideal speaker-listener in a completely homogeneous speech community, who knows its language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitation, distractions, shift of attention and interest and errors.

For Chomsky, the focus of linguistic theory was to characterize the abstract abilities speakers' process that enables them to produce grammatically correct sentences in a language. At the level of language theory, Communicative Language Teaching has a rich theoretical base. Some of the characteristic of this communicative view of language follow: (1) Language is a system of the expression of meaning, (2) the primary function of language is for interaction and communication, (3) the structure of language reflects its functional and communicative uses, (4) the primary units of language are not merely its grammatical and structural features, but categorize in functional and communicative meaning as exemplified in discourse. (Richards and Rodgers: 1986)

There are three elements of an underlying learning can be discerned in some CLT practices according to Richards and Rodgers (1986). The first is communication principle (activities that involve real communication that promote learning), the second element is task principle (activities in which language is used for carrying out meaningful task promote learning, and the third is meaningfulness principle (language that is meaningful to the learners support the learning process).

According to Richards and Rodgers, the role of the students in the class is as negotiators. They are the negotiators between the self, the learning process, the object for learning, etc. And the role of the teacher he said is that to facilitate the communication process between all the participants in the classroom and to act as an independent participant within the learning-teaching group. D Nunan (1991) lists five basic characteristics of Communicative Language Teaching:

(1) An emphasis on learning to communicate through interaction in the target language. (2) The introduction of authentic texts into the learning situation. (3) The provision of opportunities for learners to focus, not only on the language but also on the learning process itself. (4) An enhancement of the learner's own personal experiences as important contributing elements to classroom learning. (5) An attempt to link classroom language learning with language activation outside the classroom.

Getting Students to Interact and Communicate

Adult English language learners at all proficiency levels, including literacy- and beginning level learners, need to speak and understand spoken English for a variety of

reasons. Immigrant adults need English for daily life to communicate with the doctor, the school, the community, and the workplace. Learners at all proficiency levels *can* communicate, and they appreciate being encouraged and challenged to further their skills. They participate in interactive, communicative activities in all facets of the class—from ice-breaking activities, needs assessment, and goal-setting to life-skills, phonics, and spelling. This is especially true where there is a strong classroom community that supports natural language production. Communicative activities include any activities that encourage and require a learner to speak with and listen to other learners, as well as with people in the program and community. Communicative activities have real purposes: to find information, break down barriers, talk about self, and learn about the culture. Even when a lesson is focused on developing reading or writing skills, communicative activities should be integrated into the lesson.

Most English language learners have had access to some schooling in their native countries. Their school was probably very teacher-directed. Learners were expected to be quiet and listen to the teacher and then, when asked, to respond to the teacher in unison with the one correct answer. Because of this, some adult English language learners may be initially disconcerted when their English teacher begins asking them to get up and move around, work in pairs or groups, and talk to one another. It also may be difficult for learners to realize that there can be more than one correct response to a question and many ways to ask a question. However, many, if not most, learners adapt and prosper with increased interactivity and independence. Communicative activities such as those described below can be used successfully with many class levels. They are especially crucial for literacy- and beginning-level classes as vehicles to move learners toward independent and confident learning. To make these activities as useful as possible there are a few things to remember:

1. Keep teacher talk to a minimum. Explain as much as possible by demonstrating the process, explaining in different ways, and repeating. Don't worry if every learner doesn't understand every part of an activity. Move on when the majority of the learners get the idea, and then circulate and help as needed—unobtrusively. One way to gauge the success of a class for English language learners is to observe how much or how little the students are depending on the teacher. The more learners are working independently, in pairs, or in small groups, the more successful the class.
2. Literacy- and beginning-level learners, as well as those at intermediate and advanced levels, are highly competent individuals. They may lack English and (for some) school

skills, and it is the teacher's job to help them with that. These adults have successfully weathered many difficulties to get to class. Give them the credit they deserve.

3. Have fun. Communicative activities are designed to be lively, interactive, and fun.

When people are comfortable they are likely to learn more. An active, cooperative class is a class where a great deal of learning—social, cultural, and linguistic—is evident.

Speaking Skill

Speaking is one of the most difficult aspects for students to master. This is hardly surprising when one considers everything that is involved when speaking: ideas, what to say, language, how to use grammar and vocabulary, pronunciation as well as listening to and reacting to the person you are communicating with (Pollard, 2008). We can find some students who has good point in grammar, but when they have to deal with native speaker or have conversation with other people using English they get lost. Grammar is one of the language elements that can be learned autodidact at home, reading many grammar books, doing lots of exercises, etc. while the only way to improve speaking skill of students is that by listening and practice much. According to David Nunan (2015) language ability in terms of linguistic competence, that is, the mastery of sounds, the vocabulary, and the grammar of the language. It was assumed that once these elements have been mastered. Kurum (2017) speaking is more than to form grammatically correct sentences and then to pronounce them, language teachers need to recognize more than mechanics such as functions and pragmatics.

Role-play

Greco (2009) defined role-play as a game where each player takes on the role of a character. However, according to whoever the role player is, there is adoption of role of social position (e.g. Doctor, nurse, patient, etc.), and the roles are set in context (e.g. home, hospital, etc.), to which is added the function or purpose of the individuals being there. Ertruk (2015) stated that role-play, as an active teaching strategy, can incorporate positive elements of enjoying learning and digesting knowledge. Role-play activity is One of a good way to get the students speak confidently and fluently by providing the mask for students to speak in the real world situation as. Harmer (1998) claims that role-play can be used to encourage general oral fluency or to train students for specific situation. Applying role-play encourages students to be creative and imaginative and the most important reason to use role-play is that because it is fun. There are many topics that can be used to run role-play activity for example the students act as doctors and the patients in learning asking and

giving advice, making a telephone call to talk about daily activity, seller and buyer to learn about countable and uncountable, numbers, some and any, etc.

According to Pollard (2008) Role-play involves students taking on a role and carrying out a discussion with each person playing their role. For example, the teacher is teaching “some & any” as grammar point, then the role-play of seller and buyer can be performed. The classes are divided in to two groups, one group as a seller and another one group as buyer. The sellers are given goods list to sell while the buyers are given shopping list to complete. In this activity teacher has to be able to set the situation and give clear instruction. Pollard (2008:37) suggested some tips and advice for role-play such as: 1) Choose the topic carefully because if students don’t have anything to say, the role play won’t work; 2) This type of activity can take a long time to set up; the preparation phase is essential if the activity is to work well. Don’t be tempted to skip preparation to save time; 3) The time needed for input of the topic and language as well as preparation, the actual role play and feedback means that you need to allow a lot of time. Don’t expect to be able to do a role play quickly; 4) During feedback after a role play it is important to comment on the content of what was said as well as on language used.

METHOD

The design of this research is Qualitative Case Study, conducted collaboratively to elaborate the implementation of Role-play activities in English class of second grade students of SMA Tutwuri Handayani Makassar. According to Baxter and Jack (2010) qualitative case study is an approach to research that facilitates exploration of a phenomenon within its context using a variety of data sources. Case studies have been largely used in the social sciences and have been found to be especially valuable in practice-oriented fields (such as education, management, public administration, and social work) (Rebolj, 2013). Basically, a case study is an in depth study of particular situation to narrow down a very board field of research into one easily researchable topic.

This research took place in SMA Tutwuri Handayani Makassar held from March to June 2018. This school is located on Jl. A.P. Pettarani II Makassar city, South Sulawesi. The subject of this research werethe second grade students of SMA Tutwuri Handayani Makassar. They were consisted of 26 students. The data were collected through observation and unstructured interview. During the observation the researchers recorded the situation in form of field notes and did some interview after the class.

FINDINGS AND DISCUSSIONS

Findings

The purpose of the research was to elaborate the implementation of role-play activities in SMA Tutwuri Handayani Makassar which aimed to get students practice more speaking in the class. The teachings in the class were conducted six times during the research. The implementation of role-play activity for each meeting will be elaborated as follows:

Meeting 1 Shopping Role-play

In meeting 1 the language point to be taught was “Countable and Uncountable Noun” Presentation stage started when the researcher as teacher enter to the class, greet the students and get to know each other, the teacher introduced herself and so did the students. Since this was the first meeting there is nothing to review yet, then the teacher started the lesson by asking students if they see the marker, then the teacher asked the students to mention all things they see in the class. The teacher listed the things mentioned by students and asked them whether those things are categorized as countable or uncountable noun. The teacher then explained more detail about countable and uncountable noun.

The main activity presented in meeting 1 was shopping role-play. The teacher set the situation as they were in the market. The class was divided into two groups, the seller and the buyer. The buyers are given shopping list that they need to complete during the activity and the sellers are given things to sell during activity. The seller are given time around five minutes to set the price of the things to sell. They can set the price based on their strategy. After five minutes the sellers were put in special place and the buyer come to visit and complete their shopping list. The buyer can freely find the best place to buy their shopping list, if they think one place is too expensive then they can find other seller with lower price and better service. The teacher provide vocabulary on the board especially things in the traditional market, and sample of conversation they use in doing transaction in the market such as asking for things, asking for price, and how to bargain.

Meeting 2 visiting the doctor role-play

The Language point to be taught in meeting two is that how to give advice using “Should” The teacher started the presentation stage by greeting the students and little chat. Before starting the lesson, the teacher reviewed the lesson and checked students’ understanding about the previous lesson about countable and uncountable noun. The teacher then told the students about her best friend’ problem and asked them to give advices. Some

students tried to give their advices and the teacher wrote them on the board. After that the teacher explained more detail about giving advice using “Should”.

The language target of meeting 2 was that asking and giving advice using “should”. The communicative activity in this meeting is presented in form problem solving conversation and role-play. Communicative activities in meeting 2 were presented twice in form of problem solving conversation and role-play in practice and production stage. In practice stage the teacher distributed problem card to all students. The teacher instructed the students to go around the class, ask and give advice to other friends about their problem. When they have visited all of their friends they can decide which advice is the best. The one who give best advice more will be the winner.

The main activity in meeting 2 was that visiting the doctor role-play. The students were divided into two groups, the doctor and the patients. The doctors were given kinds of medicines and doctors’ sheet while the patients were given ailment cards and patients’ sheet. Every patient has their own health problem and how long they had it in their ailment card. The patients need to visit the doctor for their health problem, they have to fill in the patients’ sheet about the name of the doctor they visit, the kind of prescription and advice they got. The patients can visit as many as doctors they want to compare the treatment. At the end the patients can decide which doctor is the best. While the doctors have to fill in doctors’ shed about the patients’ data, name, ailment, duration of problem, etc. They need to give the prescription to the patients based on their ailments. They have to treat every patient who came to visit. The teacher provided vocabularies that the students will use during the activity and also provide the sample of conversation for the students on the board. The students can ask for new vocabulary any time to the teacher when they need it and the teacher will list them on the board.

Meeting 3 Making a phone call role-play

The language point for meeting three was about simple present tense. The teacher started presentation stage of meeting three by greeting the students and have chit chat with them. Before starting the lesson the teacher reviewed the last lesson they’ve discussed about giving advice using “should”. The teacher started the lesson by showing picture of a doctor to students. The teacher asked them what the doctors do, and then the teacher wrote the students answer on the board, after that the teacher explain more detail about simple present tense and ask the students to make more sentence as examples.

The main activity in meeting three is making a phone call role-play. In this activity the students were divided into two groups, group A and group B or the callers and

the receivers. All students were given a piece of paper based on their group. The teacher set the situation that in this case they are going to make a phone call and start to give instruction for each group. For group A the teacher told them that they are sick and they couldn't go out today and they need to find what they couldn't do and who they couldn't meet. While for group B the teacher told them that their friends were sick and couldn't meet them today. They need to find out what is the matter with them.

The sample of conversation was attached on the paper sheet the students have. The teacher convince students that they might not speak in Bahasa during the activity, they can ask teacher for vocabulary they need. The class condition was very crowded since the students made a phone call back to back. At the end of the lesson the teacher checked the students' job. This activity last in 45 minutes.

Meeting 4 Dining out role-play

The language point of meeting three was that "some and any". In the presentation stage of meeting four the teacher greet the students as usual and chit chat with them to create emotional bound. Before starting the lesson, the teacher checked students' understanding about simple present tense. The teacher started the lesson by setting a situation where she can elicit a shopping list for chicken soup as shown in the field note above. The teacher explained more detail about some and any by using that list.

The students were divided into two groups, the customers and the waiters. The waiters were given waiter sheet and menu list and the customers were given customers' sheet to complete, they have to fill in the data of the restaurant they visit such as the restaurant name, the food they ordered, the drink they ordered and the service quality there in the restaurant. The teacher set the situation that the customer group is going to dine out, they need to visit any restaurant they like out there, if they finish with one restaurant they can visit other restaurants to compare the menu and the service from the waiter. The customers can freely ordered the menu from the menu list and then give their comment or opinion after that.

Just like the customers, the waiter group was given waiter sheet to complete about the customer who visited them such as the customers' name, the food they ordered, the drink they ordered, their complaints if they have, and their comment. The teacher explain the situation that their restaurant is going to be visited by some customers and when they come to visit they have to give the best service, let them choose the menu from the menu list and offer them the special menu of the day.

At the end of the activity the teacher checked the students' job by asking the students' opinion about the waiter, the restaurant they visited, the menu they ordered etc. The class was very crowded during the activity and everyone spoke in English since the sample of conversation were available in the waiter and customer sheet. This activity last in 50 minutes.

Meeting 5 lost and found role-play

The main activity for this meeting was giving direction information gap in form of lost and found role-play. The students were divided into two groups, group A and group B. Before running this activity the students were taught how to give direction to someone lost, for example go straight, turn left, turn right, next to the bank, across the school, etc. After that every group was given city map to complete. Map A need to be completed by using information from map B. The teacher provided some useful vocabularies and sample of conversation that they will use during the activity. During this activity the teacher was going around the class to keep monitoring the students and give some help for students who need her. This activity last in 45 minutes.

Meeting 6 Detective role-play

Before starting the lesson, the teacher as usual asked the students about the previous lesson they learned. Some students still remember about their previous lesson that can tell the previous lesson they learned, about the function, and some examples. When the teacher has done the review, the teacher continued her explanation about the topic of that day. The language point of meeting 6 was about "simple past and past continuous" and the main activity was detective role-play. Before starting the activity the teacher set the situation and describes the condition. The setting took place in a very big house owned by a very rich single lady who lost her 150 million and some jewelleries which worth more than 100 million. The incident happend at night when the lady left to Singapore for business trip, when she came back she found out that her room was messy and she lost many things. She needs to find detectives to find the doer.

In running detective role-play activity the researcher divide students into three small groups and three students as suspects. The teacher told the students that they are detectives that are going to investigate three suspects; they are the gardener, the house keeper, and the driver. The three suspect were asked to stay outside the class while the detective stay in the class and formulate some questions in form of "past simple and past continuous: to investigate the suspects for example: what were you doing when I saw you

in the room, what were you wearing when you went there, etc. When the detectives were ready with their questions the suspects come in and sit in front of the class to answer the questions from detectives. This

Discussion

There are some aspects that the teacher really pays attention on during the action such as giving instruction slowly and step by step, providing more time for students to practice their language, giving feedback at the end of the lesson.

Giving instruction is one of very important skill the teacher should have to perform in the class. Harmer (1998) stated that it is so obvious that giving instructions to students is not an easy task because the teacher should be a master of the know-how to do that, otherwise 'the best activity in the world is a waste of time if the students do not understand what they are supposed to do. A good instruction leads to well-run activities, while the class will be in chaos and the activity will fail if the instruction is not done in appropriate way because the students do not understand what they are supposed to do with the activity. This statement supported EL KEMMA (2019) point that so many students switch off not because they are not interested in the lesson, but simply they do not know what to do. The way teachers deliver instructions is simply ineffective.

There are some aspects to be considered in giving a good instruction such as the teacher should know how to get students' attention, speak simply and clearly, model the instruction, etc. In performing the action in the school the teacher tried to give instruction carefully in order to make the students understand what to do in the class. The instruction is very important especially in role-play activity so the teacher give instruction to the students slowly and step by step. One of example was that in shopping role-play activity, as seen in the following part of field note 3:

FN 3

Kegiatan berikutnya adalah "shopping role-play". Peneliti membagi siswa ke dalam dua kelompok, yaitu kelompok penjual dan kelompok pembeli. Setelah membagi kelompok, peneliti mendistribusikan goods list kepada penjual dan shopping list kepada pembeli. Peneliti meminta siswa untuk memperhatikan daftar mereka dan menanyakan atau mencari di kamus jika ada daftar yang mereka tidak tahu artinya. Setelah memastikan siswa semua tau apa yang ada di daftar mereka peneliti meminta penjual untuk menentukan harga barang-barang yang akan mereka jual. Setelah itu peneliti menjelaskan prosedur role-play yang akan mereka lakukan. "well everyone, later on I want you (buyer) to go to the market and complete your shopping list. You have to be a smart buyer, if it is too expensive then bargain. Let's see how you do the conversation in the market". Kemudian peneliti menuliskan di papan tulis contoh percakapan yang akan mereka gunakan pada kegiatan ini. Sebelum memulai activity, peneliti meminta 2 orang siswa untuk mempraktekkan / simulasikan roleplay yang akan dilakukan dengan tujuan siswa yang lain akan lebih mengerti apa yang harus mereka lakukan.

Observed Saturday, 21st April 2018

As seen in the fieldnote above, before starting the activity the teacher make sure that the students are in two groups and have their shopping list and things to sell. When all students have their paper the teacher give them time to find the mining of the things they have by looking up in dictionary or asking from the teacher. When the students ready with their paper and the seller have set the price of things to sell the teacher asked one of the students to stand up and practice the transaction with the teacher to make sure that all of the students know what to do and after that the teacher asked the buyer to visit the seller to complete their shopping list. Since the activity run very well it can be inferred that the instruction is successful as well.

The next thing a teacher need to consider in teaching is that providing more time for students to practice language. A good language teacher should provide more time for students to practice their language in the class. The teacher should avoid standing in front of the class for so long explaining many detail things about grammar and ask the students to do exercise till the end of class. This kind of teaching model is still used by some teachers nowadays and as the result there is not much time for students to practice their speaking because the teacher is too busy explaining grammar. During her action teaching in the class the researcher as the teacher tried to avoid lecturing method till the end of the class to avoid students' boredom and to provide them more time to practice. The teacher allocated most of the time of each meeting, from 45 minutes to 60 minutes, in production stage for students to practice their speaking. It is very important to provide more time for students to practice. This idea is in accordance with Kareema (2014) said that the best way to learn and teach a foreign language is to use that language.

Giving feedback is very essential in teaching to make sure that the students get the point of teaching. Giving feedback means telling the students how they are done and how they could improve. Correcting students work when they make mistake is one of the kinds of feedback and teacher should do that to avoid repeated mistakes. The following part of fieldnote showed the moment when teacher give feedback to students:

FN 10

Kegiatan berikutnya peneliti membaikan lembar kerja untuk siswa kerjakan. Peneliti memberi tahu kepada mereka bahwa mereka punya waktu 10 menit untuk menyelesaikan soal latihannya. Setelah selesai peneliti mengecek jawaban siswa dan memperbaiki jawaban yang salah.

For the next activity the researcher distributed worksheets to students and asked them to finish it in ten minutes. After completing the worksheet the students share the answers with the class and teacher give feedback, checking the answer, correcting the mistakes.

ObservedMonday, 04th June 2018

When the students get things wrong, it is important for the teacher to let them know that they are making mistakes and the teacher should correct the mistakes. Petchprasert (2012) pointed out that Feedback is an essential part of language learning and teaching that influences students' learning and achievement. Feedback helps both the teachers and their students meet the goals and instructional means in learning and teaching. During the action, the teachers always provide time for feedback after doing exercise. The teacher rarely give written feedback for the students, mostly the teacher give oral and direct feedback to make it more meaningful.

CONCLUSION AND SUGGESTION

The purpose of this research is to elaborate the implementation of role-play activities in the class to get students practice more speaking in the class. After carrying out all the process in this research, there are some conclusions that can be drawn. It can be conclude from the research that there are six role-plays activities presented during the research. The six role-play activities are shopping role-play, visiting the doctor role-play, making a phone call role-play, dining out role-play, lost and found role-play, and detective role-play. These role-play activities were considered successful to make students practice more speaking since they were very excited in the class and participate well in every activity. They also become more familiar with English instruction and they practiced speaking more.

Some points that need to be considered in teaching such as giving instruction slowly and step by step, presenting interesting topic in communicative way to avoid boredom, providing more time for students to practice their language, and giving feedback at the end of the lesson are very important for successful teaching. The researchers applied those points during the teaching process and they are very useful for students. By giving instruction slowly and step by step, the students can easily get the point of what to do in the class, as the result the activity run well because the instruction was well-cached by the students. By presenting interesting topics the students can be motivated because they get something new in every meeting, when the topic is interesting they participate actively in the activity. By providing more time for students to practice more, the students feel free to convey their idea or opinion in speaking because the time allocation is much more than just work on exercise or pay attention on detail about the grammar rules. The last but not least, giving feedback at the end of the lesson is very important to sum up students understanding about the language point taught.

Then the researchers also wrote some suggestions, they are (1) English teachers should pay attention more to their teaching method in the classroom. Besides giving the students materials, they must provide more time for students to practice in the class. In this case role-play activities are important to be considered to apply in their teaching; (2) To implement communicative activities like role-play the teacher need to be well prepared, the materials and supplementaries should be prepared, the instruction need to be delivered in a good way, and there should be a feedback to make students understand well about the lesson; (3) For the researchers who are going to conduct similar research related to communicative activities, it is better to implement other kinds of communicative activities in order to get students interact each other in the class.

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