

# AN ANALYSIS ON ENGLISH SPEAKING ABILITY OF THE YOUNG LEARNERS THROUGH ROLE PLAY

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**Abstract:** The point of this research is to know English speaking ability of the young learners through role play. This research was conducted as a case study research to get the answer from the young learners. The answer is about young learner's speaking ability through role play. The subjects of this research were six young learners from K-3 Joyful Kindergarten. The result shows young learners' achieved mastery level in English speaking ability through role play and some young learners' errors affecting their English speaking ability. Young learners acquired better result in first observation rather in second observation. In first observation, young learners have less error in content aspect and fluency aspect. About the other aspects such as pronunciation aspect and body language aspect, they responded with less error in first observation and second observation. It also substantiate that role play technique helped young learners to improve their speaking skill. It indicated that role play technique be able to aid young learner's speaking ability in fun teaching learning on K3 Darwin class in Joyful Kindergarten in academic year 2014/2015.

**Key words:** English speaking ability, young learners, role play, case study

**Abstrak:** Penelitian ini focus pada kemampuan pengucapan berbahasa Inggris pada anak –anak di Taman kanak –kanak melalui bermain peran. Penelitian ini menggunakan desain penelitian studi kasus untuk mendapatkan data dari anak-anak di taman kanak-kanak. Hasil data tersebut adalah mengenai kemampuan pengucapan berbahasa Inggris melalui bermain peran. Peserta penelitian adalah enam anak-anak dari K-3 Joyful Kindergarten. Hasil dari penelitian ini adalah anak-anak dapat mencapai tingkat berkembang dengan baik dalam kemampuan pengucapan berbahasa Inggris melalui bermain peran dan beberapa anak –anak melakukan kesalahan dalam pengucapan berbahasa Inggris sehingga berpengaruh ke kemampuan berbahasa Inggris mereka. Anak – anak mencapai hasil lebih baik di observasi pertama dibandingkan dengan hasil di observasi ke dua. Di dalam observasi pertama, anak-anak mencapai hasil yang tidak terdapat banyak kesalahan di dalam aspek kelancaran dan aspek konteks berbahasa inggris. Mereka juga merespon dengan kesalahan yang lebih sedikit di observasi pertama dan kedua ,Dalam aspek lain seperti aspek pengucapan dan aspek bahasa tubuh. Dapat diterima bahwa teknik bermain peran dapat membantu untuk mengembangkan kemampuan berbahasa Inggris mereka. Hasil data yang didapat menunjukkan bahwa teknik bermain peran dapat berguna untuk membantu anak-anak belajar kemampuan berbahasa Inggris di kelas K3 Darwin di Joyful Kindergarten tahun akademik 2014/2015.

**Kata kunci:** Kemampuan berbahasa Inggris, bermain peran, studi kasus

In this global era, educators give the best plan to develop and improve foreign language teaching in schools and other informal learning places. As Brown (2000:7) stated that teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. They teach in study lesson for teaching-learning time to the learners. Learners can develop in every lesson at school, especially in the time of study language. Educators believe when learners want to develop their language skills, especially in speaking skill, a perfect technique such as role-play will help them to make the goal. Jarvis, Odell & Roiano (2002) wrote, "When role-playing is used in a school setting, students extend their knowledge of a subject by researching a character within a given course of study."

Young learners learn in different way in formal school. For instance, young learners learn through singing, drawing and playing. Bennet, Wood and Rogers (2001) noted, "Play is vital for early learning. It is not "recess" or a "timeout" from learning; rather it is the way young children learn." From the statement above, it is clear that through playing young learners can learn in the real-time of studying time. In addition, by playing young learners can also develop physical skills, cognitive concepts, language skills, social skills. It means as young learners play, they also learn to solve problems, to get along with others, develop fine and gross motor skills. Brotherson (2009) wrote, "Play is the really most important way that children learn about the world around them." For example, they play in music time, dance time, arts time, crafts time, outdoor play, snack time, blocks time, and dramatic play. Research shows that young learners who are active in pretend play and other types of play are usually more joyful and cooperative, more willing to share and take turns, more creative in their activities and have larger vocabularies than young learners who are less involved in imaginative play or other play activities.

Young learners through playing can grow their imagination. Then, they will have opportunities to explore, wonder, ask, and learn through playing. In this case, teachers should combine learning and playing in teaching-learning time in formal school or in informal school.

Indonesians start learning English as a foreign language from kindergarten level to university level. Learners from every level in formal school have different problems in learning foreign language. Due to that reason, educators have to realize the learners' difficulty in learning foreign language. One of the difficulties is learners have to achieve four skills in learning language. Those are listening skill, reading skill, writing skill and speaking skill. To meet speaking ability, learners have to master some aspects in speaking. Those aspects are pronunciation element, fluency element, content element and body language element. Educators have to prepare a perfect lesson plan with the proper materials, offer good environment and teach in fun and creative way on to learners levels. That means the hardest level is on kindergarten level, due to young learners are learning in different way contrast older people.

Role play is the medium which enables young learners to get an idea about different situations through various activities taken from the scenario of real life. According to Qing (2011:37), “Role play is defined as the projection in real life situations with social activities.” Therefore, if young learners get into a situation to role play in, they actually are getting into real life situations. In that way, it helps them to acquire speaking skill and oral fluency. It also helps them to boost their confidence level. As speaking skill requires more practice and exposure, role play can play an effective role. As information, teachers in Joyful Kindergarten use ‘Fingerprint program’ as their teaching learning material in every level. The main point of Fingerprint Program is learning by playing. Hence, the purpose of Fingerprint Program is to engage and build young learners character through playing for children in the 3 – 6 age range.

Through doing role play young learners show their speaking skill. In doing role play, they will produce speaking ability in some elements. Those elements are pronunciation elements, content elements, body language elements and fluency elements. In addition during doing the role play, young learners not only present linguistic competence, but also understand the sociolinguistic competence too. Furthermore, the young learners are expected to do the mini dialogue and produce it in target language with correct pronunciation, complete context in correct grammars and tenses, right body language, and nice fluency. In this case speaking ability of young learners is the focus of this research.

The subjects of this research are young learners in kindergarten program. The researcher did the research to young learners in Joyful Kindergarten, academic year 2014 – 2015. The researcher observed twice to find out the English speaking ability outcomes from them while they were getting input through role-playing. Here, the focus is their speaking ability that is in pronunciation elements, body language elements, context elements and fluency elements. Furthermore, the researcher did this study because the researcher wanted to find out the young learners’ speaking ability outcomes through role play and has expectation in the future that if the young learners show positive achievement in every elements, teachers will put role-playing as the main strategy in teaching learning in kindergarten program.

## **METHOD**

Case study research design was the research design for this study it means a researcher should use case study method to answer a descriptive question or an explanatory question. Generally, Describing descriptive question is like describing the context of the study. Obviously, we can take case study data by using participant observation, interviewing written sources of data and non-written sources of results to answer the question.

The subjects were young learners in K3 level in joyful kindergarten. They were 15 young learners in one classroom. For the purposes of this research, the researcher need to consider the number of the subjects in this research. Sage Research Methods (2013) quoted from some experts such as Charlesworth, Rodwell, Greenbaurn and Vaughn said the typical recommendation is that it should contain no fewer five children and no more than eight. The researcher

took 6 young learners in randomly. Those were 3 girls (Deli, Valen, and Nixie) and 3 boys (Rain, Rocky and Edwin). The reason the researcher chose the subject randomly was because the researcher wanted to have a clear data result.

The researcher took the role-playing subject from 2 units of topic time, those are unit 6 in lesson 5 (my neighborhood) and unit 7 in lesson 5 (game day), each unit consists of introducing the vocabulary, present progressive and review time. Thus, the researcher used that section to do the taking data process. The researcher did observation twice. The observations were conducted at Joyful Kindergarten, in Darwin classroom. All of the data were collected in Darwin classroom during learning time. The time spent for data collection was about two months together with collecting the videos of observations. Each observation time was spent about 20 to 30 minutes.

The researcher used observation and documentation. The researcher did twice observations to get right information data from the young learners. In observation time, the researcher observed the young learners. Lastly, the documentation was in visual recording and photography. The young learners took part in role-play in twice; each section of the process was 30 minutes.

Five data gathering techniques were used (observations, checklist, running record, taking notes, video recording, photographs), each is discussed in turn.

### **Preparation of research**

Before doing the research, there are some preparations that be the writer done as follows: (1) the observer set the schedules based on the order of participants daily lesson time; (2) the observer prepared the classroom; (3) , taking the right spot for observer; (4) The researcher told another teacher to bring the rest of the young learners who did not join the observation to the library and wait until the observation finish; (5) the researcher prepared all the tools for observation.

### **Implementation of research**

On the implementation day of observation time, the researcher prepared all the stuffs, such as the materials, the tape recorder, pen, note book, camera and video camera. If all the materials are ready, observer had to be on time to be in the classroom. On these two observations were hidden observation, so the participants cannot do contact with the observer. Observer had to be invisible either invisible on the video or invisible in front of them. While the observation ran, observer sat down, pay attention to the participants, wrote some important notes on the note book.

### **The procedure for data analysis**

Procedures for data analysis include: (1). Getting deep understanding about role play simulation and young learners' speaking ability; (2) Constructing the stages of data collecting and research as well; (3) . Set up the right time for observation; (4) Observing the young learners; (5) Analyzing the observation data through transcribing, marking, describing; (6) Analyzing the participants' English speaking ability; (7) Writing the draft of analysis; (8) Writing the final description for the thesis submission.

## **RESEARCH FINDINGS AND DISCUSSION**

### **Research Finding**

In this chapter, the researcher explains about the research findings and discussions. The findings were emerged from the data collected from the observations. The first observation held on January 26<sup>th</sup>, 2015 and second observation was on February 27<sup>th</sup>, 2015.

The researcher focuses on young learners' ability in English speaking skill during they did the role play simulation, using video recording as a data that help researcher analyzes young learners' speaking ability. To analyze young learners' speaking ability using video recording for checklist, the researcher divided the elements of speaking skill into 4 elements: pronunciation element, content element, body language element and fluency element. Below, the researcher explains the findings in observations.

#### **The First Observation**

The findings show young learners obtained mastery level in pronunciation, content and fluency elements. Thus, the findings also show that young learners obtained accomplished level in body language ability. It shows differences results in body language ability among those abilities.

At the beginning they started to involve in role play simulation, they kept quiet and listened to their teacher. After a while, they understand the situation attentively and hear the explanation from the teacher. Hence, they were using English frequently and their vocabulary fully limited from the beginning until the end. In reviewing time, the young learners responded fully to their teacher, when there were any questions from the teacher, they responded after the teacher chose one of them, only one girl Deli gave response from the start until the end of the observation. Two girls are also tried to give information about something else. In reviewing time, young learners remembered the conversation and they delivered it in complete sentences. During the role play simulation, they felt happy, had high self confidence, were familiar with the target language, and lost their fear of speaking and acting in public. Furthermore, the young learners like to act in any character, even the boy played as the mother. Thus, they showed the classmates support by clapping hands after their friends' performed. The most important was they Interested in working in role plays, attentive to the situations. Furthermore, correcting and interrupting friends were basic action which they did not do in the time of role play.

#### **The Second Observation**

As it was seen, in second observation, it found out young learners felt excited to be the part of role play simulation and always respond to teachers' questions same as in the first observation condition. Here, one of the young learners always responded in positive way, moreover, her interaction gave a good atmosphere in the classroom. Furthermore, they demonstrated cooperative group work with their friends. Two of the young learners were showing energized to start their role or started his friend role by saying 'action' and showing action gestures.

## Discussion

The focus of this research is about the young learners' English speaking skill ability through role play. The topic is about young learners' speaking skill ability in four elements; those are pronunciation elements, body language elements, fluency elements and content elements.

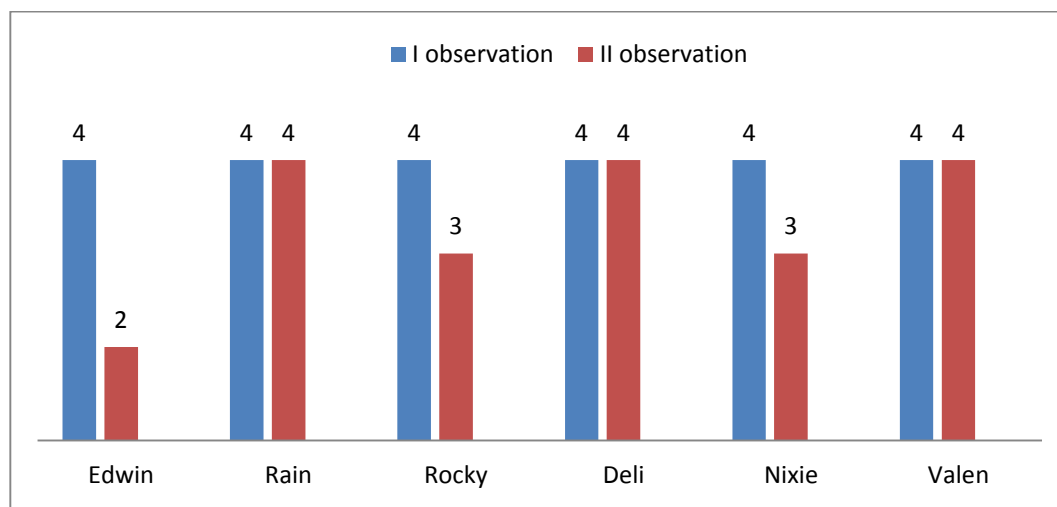
Generally, the young learners gave positive responses in doing the role play. They responded well in every aspect of oral performance and showed fine oral skill, although it has errors in every aspect.

The findings of the research show that role-play does encourage Joyful young learners to speak in English. It also substantiate that role-play helps them to improve their grammar, construct grammatically correct sentences, learn new vocabulary, using appropriate vocabulary, adapting different moods, convey information from speech, identify gestures from player, build self confidence, and improve listening skill.

The researcher found out the young learners had showed their speaking ability in pronunciation, context, body language and fluency. In first observation, most of the young learners can pronounce the words appropriately, used the grammar correctly, show right gestures that support the task, present good and clear speech pattern. Contrast with the result in first observation, in second observation, some of the young learners can pronounce the words appropriately, used the grammar correctly, show right gestures that support the task, present good and clear speech pattern. It also found that the young learners who hard to achieve mastery level in every elements, they had the same problem for the second time in role play.

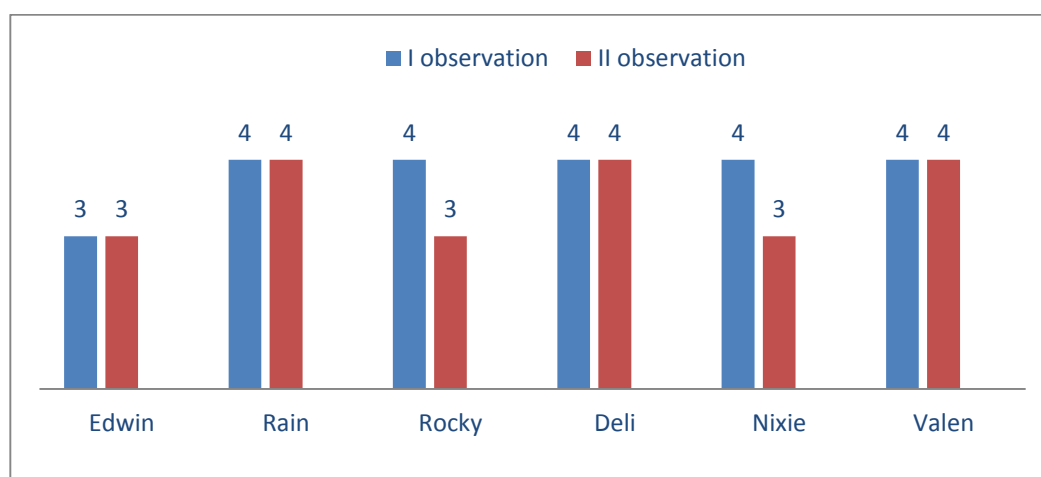
In conclusion, the errors which occur in these role plays is the input for the teacher to organize or to systematize the role play. As a result in the future, young learners will develop their speaking skill using role play technique in learning time. This technique, role play, is a perfect technique to help young learners improve their oral skill.

In these two observations, the results were young learner' speaking ability beyond teacher's expectation that they achieved mastery level. Although having some errors too which affects their speaking ability. The errors which young learners made are the effects from some factors in teaching –learning time



**Chart 1 Young learners' Content Ability Chart  
in the First Observation and Second Observation**

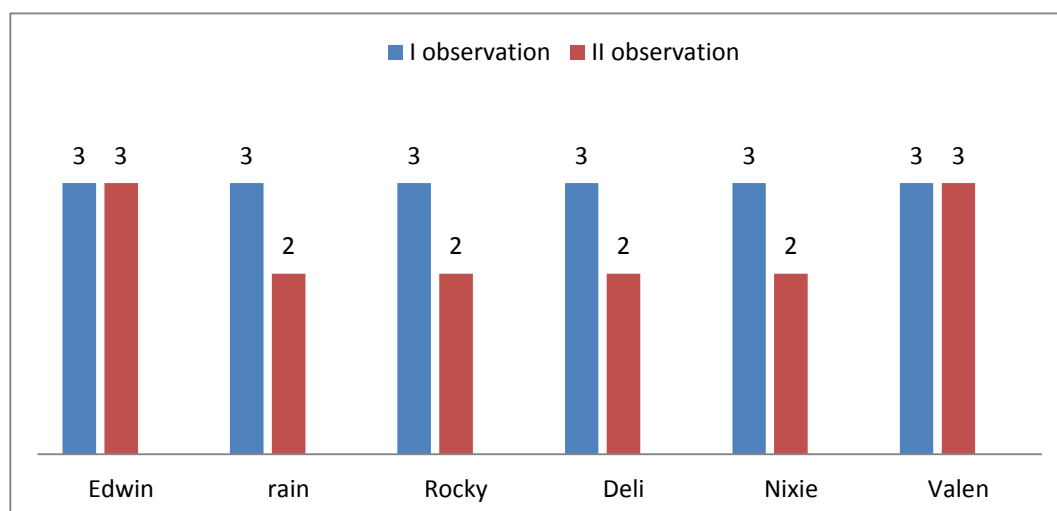
As we can see here, that all young learners developed mastery level in first observation time, contrast with the second observation time only three young learners developed mastery level. It proves role play really help them in constructing the sentence with correct structure as long as teacher put in review time.



**Chart 2 Young Learners' Pronunciation Ability Chart  
in the First Observation and Second Observation**

This diagram shows that young learners' pronunciation ability in first observation is better than the second observation. In first observation one young learner on accomplished level, the rest are on mastery level. In second observation, three young learners are on accomplished level and the other three

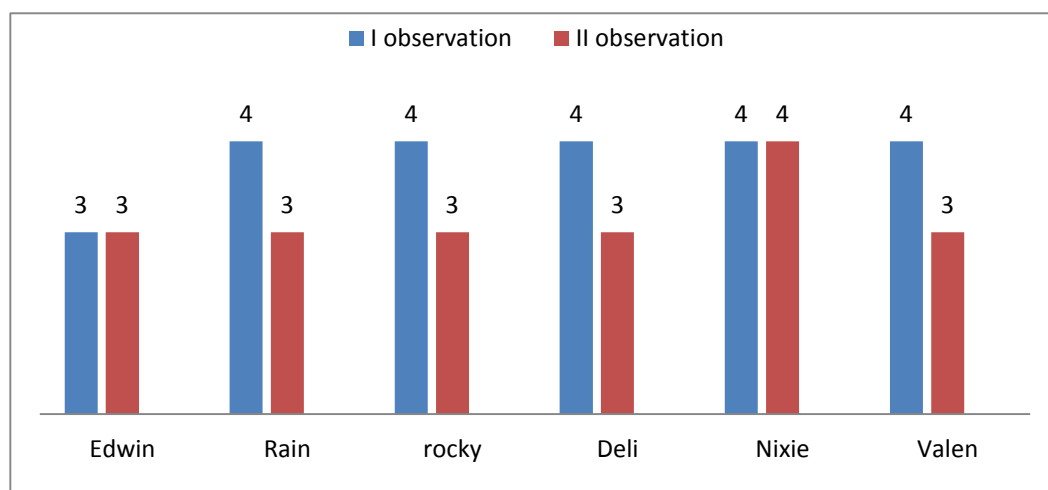
young learners on mastery level. It confirms they have great pronunciation, correct rising – falling intonation and clear speech with a lot of listening practice and articulating the words.



**Chart 3 Young Learners' Body Language Ability Chart**

**In the First Observation and Second Observation**

From the research findings ability chart above, it could be seen that the young learner's body language ability in first observation achieved accomplished level. They present appropriate eye contact, appropriate facial expressions and gestures that support task completion. In second observation, only one young learner on accomplished level and the others achieved adequate level.



**Chart 4 Young Learners' Fluency Ability Chart**

**in the First Observation and Second Observation**



The result of young learners' fluency ability pretty much same with the other abilities result. They acquired better result in first observation time rather than in second observation time. Due to in second observation time some young learners responded with hesitation and reading the example on whiteboard which it made their fluency turns out has breaks. In this point, giving example of the dialogue on whiteboard is not a good way to help and improve young learners' fluency. Five young learners achieved mastery level in fluency ability

## **CONCLUSION AND SUGGESTIONS**

### **Conclusion**

Referring to the research findings and the analysis of the result, the writer draws conclusion as follows: 1) The young learners showed flat body language ability in the time of delivering the conversation. This means while the young learners do the role play, they need model from the teacher to act based on the dialogue; 2) The young learners' speaking ability had described based on the chart of pronunciation ability chart, body language ability chart, context ability and fluency ability chart; 3) It is important for the teacher to plan the role play as the review time for the young learners. For this reason, the young learners will develop their speaking skill ability and have natural context while they deliver the context in conversation; 4) Role play technique positively involve all young learners in the process of teaching learning activity. This technique increase young learner's motivation, improve young learner's speaking ability, give young learners chance to understand different environments outside the classroom, improve young learner's characters and communicative to other people; 5) Another motivating conclusion for this research is the reality of this technique for enhancing second language production in the classroom and leading the young learners to get the exact pronunciation, correct context, appropriate body language and smooth fluency; 6) Young learners responded with positive respond in observations. Young learners used the language in a natural flow, developing all the aspects within short conversation; they also answer in short questions. Similarly, when young learners gained confidence they can response with very well and therefore the quality of the ability increased. Therefore, the key to get maximum response from the young learners in role play is the teacher action regards teaching as the model and supporter, and planning the study.

### **Suggestion**

After doing the study and analyzing the results, the researcher proposes some suggestions : 1) It is recommended that more play be included in the daily schedule of kindergarten classroom; 2) When setting the time and materials, the teacher should prepare well. The teacher should find interesting materials based on young learners favorites, make easy to learn so young learners will feel fun and unstressed; 3) Teachers might need more opportunities to grow professionally by attending conferences, taking courses and reading research material that will help them learn to incorporate play in their lesson plans; 4) It is better for the researcher to separate between her working time and observation time, due to it is

hard for the researcher to organize the time and hold her focus; 5) The researcher also recommends for further research. It can be about the appropriate and fun role play setting and character for boys and girls in other subjects learning; 6) Joyful Kindergarten should use material from another country which has same basic goal and basic condition where the young learners learn English as a foreign language not as a first language. Due to the material which they have been use it; it is hard for the young learners who are in their daily life did not speak English as their first language or second language.

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