



REVISTA KRONOS

Role-play as a didactic strategy enhancing the speaking skills in High-School students

Alisson Cruz Murillo | iD Universidad Técnica de Manabí (Ecuador)
Mónica Vaca-Cárdenas | iD Universidad Técnica de Manabí (Ecuador)

ABSTRACT Role-play has emerged as a valuable didactic strategy for enhancing the speaking skill in students, as it immerses them in language-rich contexts, prompting active communication. Therefore, in this study aims to analyze role-play as a didactic strategy for enhancing the speaking skills of EFL high school students of Bahía de Caráquez city. A qualitative research design was employed drawing upon the insights of three expert English teachers in first year of high school, from three public schools in Bahía de Caráquez city. 40 relevant scientific articles were also reviewed, sourced from reputable databases, including Google Scholar, Redalyc, and Scielo. The main results showed that role-plays allow students to explore authentic situations, focus on communication rather than grammar, and reduce stress and anxiety. Teachers can create a supportive and safe environment for students to practice speaking, assess and evaluate their speaking skills, incorporate technology, and promote language diversity and cultural sensitivity. It is concluded that public English teachers in Bahía de Caráquez city use role-play as a didactic strategy for enhancing the speaking skills of EFL high school students.

KEY WORDS Role-play, didactic strategy, speaking skill, English as a Foreign Language, teaching and learning.

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El juego de roles como estrategia didáctica que mejora las habilidades orales en las estudiantes de secundarias

RESUMEN El juego de roles ha surgido como una valiosa estrategia didáctica para mejorar la habilidad de hablar en los estudiantes, ya que los sumerge en contextos ricos en el lenguaje, lo que fomenta la comunicación activa. Por lo tanto, en este estudio se pretende analizar el juego de roles como estrategia didáctica para mejorar las habilidades orales de estudiantes de inglés como lengua extranjera de nivel secundario de la ciudad de Bahía de Caráquez. Se empleó un diseño de investigación cualitativo basándose en los conocimientos de tres profesores expertos de inglés de primer año de secundaria, de tres escuelas públicas de la ciudad de Bahía de Caráquez. También se revisaron 40 artículos científicos relevantes, provenientes de bases de datos acreditadas, incluidas Google Scholar, Redalyc y Scielo. Los principales resultados mostraron que los juegos de roles permiten a los estudiantes explorar situaciones auténticas, centrarse en la comunicación en lugar de la gramática y reducir el estrés y la ansiedad. Los maestros pueden crear un entorno seguro y de apoyo para que los estudiantes practiquen el habla, evalúen sus habilidades orales, incorporen tecnología y promuevan la diversidad lingüística y la sensibilidad cultural. Se concluye que los profesores públicos de inglés de la ciudad de Bahía de Caráquez utilizan el juego de roles como estrategia didáctica para mejorar las habilidades orales de los estudiantes de inglés como lengua extranjera de secundaria.

PALABRAS CLAVE Juego de roles, estrategia didáctica, habilidad para hablar, inglés como lengua extranjera, enseñanza y aprendizaje..

INTRODUCTION

The mastery of the English language enables individuals to effectively communicate with people from diverse linguistic backgrounds and opens up new opportunities for personal and professional growth (Susanti *et al.*, 2022). The whole world has become a global village and people communicate with each other in a common language, i.e., English. The English language is spoken all over the world and it has attained the status of the global language (Umar *et al.*, 2020). It is the language widely used in the field of scientific research, education, business, the internet, travel and tourism, media and newspapers, software, medicine, engineering, information and technology, entertainment, banking, and so on (Wicaksana *et al.*, 2019).

The modern media world demands a good command of spoken English. Effective communication in the English language enables individuals to participate in international business, engage in cultural exchange, and access information from a wider range of sources (Rankin *et al.*, 2006). Consequently, English language teaching has been recognized as a crucial aspect of modern educational systems. In this context, teachers play a critical role in promoting oral competence and ensuring that students develop the necessary skills to effectively communicate in the language (Susanti *et al.*, 2022). In Ecuador, English is taught as a mandatory subject in schools, starting from primary education (Ministerio de Educación, 2015).

Despite its importance, developing oral competence in English can be challenging, particularly for students who are learning the language as a second or foreign language (Yuliana *et al.*, 2014). Effective speaking skills are essential for success in education and life; unfortunately, many students struggle with speaking, particularly in large classroom settings. Speaking is considered one of the most difficult aspects of language learning. Many language learners have difficulty expressing themselves orally and they often have difficulty using a foreign language to express their thoughts effectively (Mandasari, 2017; Mulyana & Anugrahgusti, 2020). Additionally, students stop speaking because they encounter psychological obstacles or because they cannot find the right words and expressions (Ampatuan *et al.*, 2016).

As a result, educators are constantly seeking new and effective strategies to help students develop their speaking abilities (Thi *et al.*, 2017). One strategy that has received increasing attention in recent years is role-play. Role-play is a technique in which students take on the roles of characters and engage in simulated scenarios, such as debates, negotiations, or conversations (Russell & Shepherd, 2010).

Role-play is a valuable didactic strategy for improving speaking skills worldwide, since it helps students develop their language skills through immersion in a situation similar to real life (Vaca-Cárdenas *et al.*, 2017). It provides an engaging and dynamic learning experience that fosters language development, communication skills, and interpersonal abilities (Umar *et al.*, 2020). Nevertheless, the efficacy of role-playing in improving the speaking abilities of high school students of English as a foreign language has not been extensively examined (Jakob, 2018). Therefore, this study aims to analyze role-play as a didactic strategy for enhancing the speaking skills of EFL high school students in Bahía de Caráquez city.

LITERATURE REVIEW

SPEAKING SKILL

The complexity of the speaking process can vary greatly depending on various factors such as the speaker's language proficiency, the topic being discussed, the audience, and the

purpose of the communication (Thanyalak, 2012). However, some common components of the speaking process include: planning and organizing the content, selecting words and constructing sentences, pronunciation, articulation, and prosody (the rhythm, stress, and intonation of speech) (Anandan, 2011). These components interact and influence each other, making the speaking process complex (Rajah Kumaran, 2017).

A SUCCESSFUL SPEAKING LESSON

A successful speaking lesson in teaching English can be a memorable and impactful experience for both the teacher and students (Kürüm, 2016). To create such a lesson, a few key components must be present. First and foremost, the lesson should have clear and achievable objectives. This could include improving pronunciation, increasing vocabulary, or encouraging students to speak in complete sentences (Gusmuliana *et al.*, 2021). Having specific goals in mind will help guide the teacher's lesson plan and give students a sense of direction (Thi *et al.*, 2017).

Secondly, the lesson should be engaging and interactive. Speaking activities, such as role-plays, debates, and group discussions, allow students to practice their speaking skills naturally and authentically. Using games and other fun activities can also help keep students motivated and interested (Yusuf *et al.*, 2020).

Thirdly, the teacher should provide positive and constructive feedback to students. Encouragement and praise can help build students' confidence and self-esteem, while constructive criticism can help them identify areas for improvement (Bhatti, 2021). The teacher should also create a supportive and non-judgmental classroom environment where students feel comfortable taking risks and making mistakes (Dinapoli, 2009).

Fourthly, the teacher should incorporate a variety of teaching methods and materials to cater to different learning styles (Gusmuliana *et al.*, 2021). For example, visual aids such as pictures and videos can help students understand new vocabulary, while audio recordings can help them improve their pronunciation (Susanti *et al.*, 2022). The teacher should also encourage students to use English as much as possible during the lesson and provide opportunities for individual and group speaking activities (Kürüm, 2016).

Finally, the teacher should regularly assess students' progress and provide opportunities for them to reflect on their speaking abilities. This can be done through self-reflection exercises, oral presentations, or written evaluations (Wicaksana *et al.*, 2019).

DIDACTIC STRATEGY

A didactic strategy is a plan or approach that is used to teach or instruct a particular subject or skill (D. Lestari, 2015). It involves the selection and organization of teaching methods, materials, and activities that support learning and achievement of the desired learning outcomes (D. Lestari, 2015). The goal of a didactic strategy is to effectively transfer knowledge and skills to the learners in a way that is engaging, meaningful, and relevant to their needs (F. Lestari & Andini, 2020).

Didactic strategies can vary widely depending on the subject matter, the age and ability level of the learners, and the teacher's teaching style (Dinapoli, 2009). Some common didactic strategies include lecture-style instruction, hands-on activities, discussion-based learning, problem-based learning, and project-based learning (Duong, 2014). The choice of didactic strategy should be based on the specific learning objectives and the needs of the learners (Rahimy & Safarpour, 2012).

ROLE-PLAY AS A DIDACTIC STRATEGY

Role-play is a widely recognized didactic strategy that provides learners with opportunities to practice language skills in a communicative and interactive context (Thanyalak, (2012). Role-plays help to improve speaking skills, as well as listening, communication skill, and creativity (Rajah Kumaran, 2017). Role-playing involves participating in simulated social situations that are intended to illustrate real-life roles and contexts (Platt, 2001). Role-play is a method of facilitating learning that is effective in achieving learning outcomes in three main areas: affective, cognitive, and behavioral, which is why it is seen as a teaching strategy to help develop speech in first-year high school students (Stokoe, 2014).

On the other hand, Stokoe (2014) states that Role-playing is a form of experiential learning so that they can make mistakes and learn from them. Therefore, students adopt different characters and work together in a given scenario interacting in the roles they have assumed and work together in a given scenario interacting in the roles they have assumed (Burns, 1998). Role-playing is effective for learning about complex social and human systems (Ajleaa binti Abdul Rahman *et al.*, 2018). As mentioned above, role-play is an activity exploited by different approaches to language teaching (Kreuter & Valliant, 2007). It is a useful tool because through this activity, says more cognitive demands are placed on the comprehension system and learners' ability to instantly incorporate pragmatics and sociopragmatics and pragmalinguistics into the interaction. This technique is practically one of how we can allow our learners to practice in the classroom and also give them the confidence to express themselves and develop their skills (Maher & al Nakhalah, 2016a).

It is a teaching technique in which students act out a scenario or simulation, usually in small groups or pairs, to practice using the language in a realistic context (Hardan, 2013). In the context of English language teaching, role-play can be used to promote the development of speaking skills by providing students with opportunities to practice using the language in a variety of real-life scenarios, such as ordering food in a restaurant, making a complaint, or asking for directions (Soraya *et al.*, 2018). This type of immersive learning experience can help students to build their confidence in using the language and to develop their ability to think on their feet, as they must respond to the language needs of the scenario in real-time (Castro & Villafuerte, 2019).

TYPES OF ROLE-PLAYS

According to Thanyalak, (2012), there are different types of role-play activities that teachers can use to teach English, such as:

- a) **Situational Role-Play:** This type of role-play involves creating scenarios that reflect real-life situations where learners can practice language skills relevant to the situation. For example, a hotel check-in, ordering food at a restaurant, or a job interview. 4
- b) **Interactive Role-Play:** Interactive role-play involves learners in a more dynamic and spontaneous conversation, where they must use a wide range of communicative skills. This type of role-play encourages learners to ask questions, give opinions, negotiate, and respond appropriately to a variety of social situations.
- c) **Problem-Solving Role-Play:** Problem-solving role-play involves learners working in groups to solve a problem or complete a task using English (Stokoe, 2014). This type of role-play enhances collaborative learning and promotes the use of language in a purposeful context.
- d) **Simulation Role-Play:** This type of role-play creates a simulated environment where learners can practice specific language skills in a realistic context. For example, a simu-

lated courtroom trial, a press conference, or a police interrogation (Jackson & Back, 2011). In addition, using different types of role-play activities as a didactic strategy in teaching English provides learners with a communicative and interactive context to practice language skills. These role-play activities can be adapted to the learners' level of language proficiency and promote language acquisition, as well as critical thinking, problem-solving, and collaborative skills (Castro & Villafuerte, 2019).

BENEFITS OF ROLE-PLAY TO IMPROVE SPEAKING SKILL

By assuming different roles and engaging in simulated conversations, learners can practice and develop their speaking abilities dynamically and interactively (Maher & Al Nakhalah, 2016a). The use of role-play as a didactic strategy has a range of benefits for students' speaking skills (Ureta Santos, 2022).

Role play should be used as a didactic strategy to improve speaking skills in students for several reasons:

Confidence and fluency: first and foremost, it provides students with opportunities to practice speaking in real-life contexts, which can help to build their confidence and fluency in using the language (Pulido et al., 2022).

Authentic practice: Role-play provides students with an authentic language-learning experience that simulates real-life situations. This helps students become more confident and comfortable using the language in real-life settings (Jackson & Back, 2011).

Active engagement: Role-play requires students to be actively engaged in the language-learning process, which can increase their motivation and interest in learning.

Development of communicative competence: Role-play helps students develop their communicative competence, which includes not only their language proficiency, but also their ability to understand cultural norms, use appropriate nonverbal cues, and adjust their language use to different social situations (Aliakbari & Jamalvandi, 2010).

Encourages collaboration and teamwork: Role-play often involves working in groups, which helps students develop teamwork and collaboration skills and encourages them to support each other in their language learning (Gilakjani, 2011).

Improves interpersonal skills: Role-play can also help students improve their interpersonal skills, such as active speaking, effective communication, and empathy (Anandan, 2011).

Development of interpersonal skills: Additionally, role-play can also promote the development of interpersonal skills, as students must interact with their classmates and engage in negotiations and problem-solving activities (Kuśnierek, 2015).

Improvement of pronunciation and intonation: Moreover, role-play can also help students to develop their pronunciation and intonation, as they must imitate the speech patterns of native speakers to be understood (Mei & Masoumeh, 2017).

CHALLENGES OF ROLE-PLAY

Despite its benefits, the use of role-play as a didactic strategy also presents several challenges (Mei & Masoumeh, 2017). For example, students may be intimidated by the prospect of speaking in front of their classmates or may struggle to understand the instructions and expectations of the role-play scenario (Rao, 2019). To overcome these challenges, teachers need to provide clear instructions and guidance and create a supportive and inclusive

learning environment (Jackson & Back, 2011). Additionally, teachers may also need to provide additional support for students who are less confident in their speaking skills, such as through individualized feedback or one-on-one coaching (Jackson & Back, 2011).

METHODOLOGY

This research had a qualitative approach because it uses qualitative data collection techniques to explore teachers' opinions. A qualitative approach in research explores phenomena through subjective understandings, focusing on rich, non-numerical data, for getting a deep understanding of participants' experiences (Vaca-Cárdenas *et al.*, 2017). It emphasizes context, social interactions, and individual perspectives to understand complexities, offering valuable insights into the researched subject (Hernández-Sampieri, Fernández, & Baptista, 1997).

PARTICIPANTS

The research was conducted in public schools of the Bahía de Caráquez city, located in Sucre canton, Manabí province. Three English Teachers of first year of high school from the three public schools of the city were chosen to participate in this study. The criteria for participation were:

1. To be an English teacher
2. The wish to participate voluntarily in the study.
3. To belong to one of the 3 public schools of Bahía de Caráquez.

DATA COLLECTION PROCEDURES

This section describes the data collection procedures used in a qualitative study that aimed to explore the opinions of three English teachers in Bahía de Caráquez city about the use of role-play in the classroom. The technique used in this research was an interview and the instrument was a semi-structured questionnaire, which was audio recorded and transcribed verbatim. The interview questions focused on the effectiveness, benefits, and challenges of using role-play in English language teaching.

DATA ANALYSIS

Thematic analysis was used to analyze the data. The data collection procedure allowed for a rich and nuanced exploration of the teachers' opinions and experiences with role-play in the classroom.

RESULTS AND DISCUSSION

DEFINITION OF ROLE-PLAY BY THE PARTICIPANTS

The interviewed teachers define role-play as an interactive activity involving acting out scenarios. It can be used in an educational context to provide students with opportunities for practice, skill development, and a deeper understanding of real-life situations.

According to the interviewees, a role-play is an engaging activity where students act out scenarios to practice skills, develop abilities, and understand real-life situations in an educational setting. Burns (1998) agrees that role-plays engage students, helping them practice skills and understand real-life situations.

PARTICIPANTS USE ROLE-PLAYS IN THE ENGLISH CLASS TO HELP STUDENTS IMPROVE THEIR SPEAKING SKILLS

The three teachers use role-plays in the English class to assist students in improving their speaking skills. Role-plays provide a context for students to employ English in a more natural and interactive manner, aiding in the development of their confidence and ability to communicate in real-life situations. These role-plays are effective in practicing various language functions, including giving and receiving directions, making requests, negotiating, and expressing opinions. Furthermore, they can be adapted to suit different levels of language proficiency, making them a versatile tool for language teachers.

Role-plays in English classes enhance speaking abilities by providing a realistic and interactive setting, allowing the practice of language functions. Their adaptability makes them invaluable. Role-plays help to improve communication skills, and creativity (Rajah Kumaran, 2017). They involve participating in simulated social situations that are intended to illustrate real-life contexts (Platt, 2001).

HOW ROLE-PLAYS HELP STUDENTS IMPROVE THEIR SPEAKING SKILLS

Role-plays can help students improve their speaking skills in several ways: By providing a realistic context, encouraging interaction, Practicing specific language functions, Feedback, and reflection. Overall, role-plays can be a fun and effective way for students to practice and improve their speaking skills in English. On the other hand, Role-plays use real-life situations and gives a chance to practice pronunciation, oral expression, grammar, and vocabulary.

Using role-plays alleviates stress and enhances communication skills, providing a more natural and interactive language engagement. Similarly, Jackson (2011) states that utilizing role-plays creates a supportive and natural language engagement, alleviating stress and enhancing communication skills.

HOW PARTICIPANTS USE ROLE-PLAYS IN ENGLISH CLASSES

They use role-plays to focus on the target topic in situations like job interviews and ordering food in a restaurant. They also use role-play based on a scenario, dialogue-based role-play, and problem-solving role-play, among others. However, depending on what they are learning they have telephone conversations, order things in a restaurant, meet people, or

do other everyday activities. Furthermore, the specific type of role-play used will depend on the learning objectives and needs of the students.

Similarly, Ureta Santos (2022) states that role-play activities centered on real-life situations, such as job interviews and restaurant scenarios, cater to specific learning objectives, focusing on real-life situations and scenarios.

HOW IMPORTANT PARTICIPANTS CONSIDER USING ROLE-PLAYS IN ENGLISH CLASS TO HELP STUDENTS IMPROVE THEIR SPEAKING SKILLS

When teachers speak, students are stressed thinking about grammar structure.

Role-plays:

- Avoid students getting worried about mistakes and ensure they feel confident when using role-plays.
- Encourage active learning,
- Provide a safe environment for practice.
- Develop communication skills.
- Provide students with the confidence to communicate with others and develop their other language skills.
- Overall, using role-plays in the English class can be an effective way to help students improve their speaking skills, develop confidence, and engage with the language in a more natural and interactive way.

DETERMINING WHICH ROLE-PLAY ACTIVITIES ARE APPROPRIATE FOR SPECIFIC STUDENTS AND THEIR LANGUAGE ABILITIES

It depends on students' ages, English levels, and preferences. It is possible to determine which role-play activities are appropriate for specific students and their language abilities in several ways: assessing students' language proficiency, considering students' interests and needs, adapting activities to meet students' abilities, and providing feedback and guidance. By considering these factors, appropriateness in role-plays is determined by factors such as age, proficiency, and preferences, enabling a focused approach (Anandan, 2011).

CREATING A SUPPORTIVE AND SAFE ENVIRONMENT FOR STUDENTS TO PRACTICE THE SPEAKING SKILLS THROUGH ROLE-PLAY ACTIVITIES

Creating a supportive and safe environment is essential for students to feel comfortable practicing their speaking skills through role-play activities. Here are some strategies that teachers can use to create such an environment: Build a positive classroom culture, establish clear guidelines, encourage risk-taking, provide feedback and support, respect cultural differences, and create a supportive and safe environment that encourages students to practice their speaking skills through role-play activities, leading to greater confidence and fluency in the English language.

As the interviewees indicated, a supportive and safe environment is vital, achieved through strategies such as clear guidelines and feedback. According to Duong (2014), a vital and supportive environment for role-plays is achieved through strategies like clear guidelines and feedback. Similarly, Hardan (2013) argues that implementing successful

role-play activities, such as simulating a doctor's office visit, fosters confidence in English communication.

ASSESSING AND EVALUATING STUDENTS' SPEAKING SKILLS DURING ROLE-PLAY ACTIVITIES

It is important to provide constructive feedback to students and encourage them to continue practicing and improving their speaking skills. Teachers can create a rubric that outlines the different aspects of speaking skills that they want to assess, such as pronunciation, fluency, vocabulary, and grammar. Teachers can use this rubric to grade students' performance during the role-play activity.

As reported by the interviewers, Constructive feedback, rubrics, and assessments improve speaking skills during role-play activities. Along the same lines, Maxwell (1997) Constructive feedback, rubrics, and assessments play a crucial role in improving speaking skills during role-play activities.

INCORPORATING THE USE OF TECHNOLOGY, SUCH AS AUDIO AND VIDEO RECORDING, IN YOUR ROLE-PLAY ACTIVITIES TO ENHANCE STUDENTS' SPEAKING SKILLS

Before students produce the language, they need to receive lots of input (Listening and Reading) in order to get experience. By asking students to record their role-play performances using their smartphones or a recording device. This allows them to listen to their performance and identify areas where they can improve their pronunciation, intonation, and fluency. Additionally, using online platforms such as Zoom or Teams to conduct role-play activities and record students' performances.

Rao (2019) claims that role-play activities can be enhanced by incorporating technology, recording performances, and utilizing online platforms.

PERSONAL EXPERIENCES USING ROLE-PLAY AS A TEACHING STRATEGY TO IMPROVE STUDENTS' SPEAKING SKILLS

The participants' opinion is that role-play is a good technique for students to speak without hesitation. In most cases, it is a good way to have students obtain practice. Students like to do role-plays and have fun doing them. One of the most important benefits of using role-play is that it encourages collaboration and teamwork among students. When students work together to create and perform role-plays, they can learn from each other and provide constructive feedback. This can help to create a positive learning environment and improve students' interpersonal skills.

Amatuan *et al.* (2016) state that role-plays are effective in improving speaking skills, promoting fluent expression, enjoyment, and collaboration.

PROVIDING INDIVIDUAL SUPPORT AND FEEDBACK TO STUDENTS TO HELP THEM IMPROVE THEIR SPEAKING SKILLS THROUGH ROLE-PLAY ACTIVITIES

Students role-play according to what is being taught. No matter the size of the group, feedback should be done immediately, by using peers (a student evaluates their activities with

a rubric) or self-assessment (They monitor their own knowledge using a Likert scale). In addition, by identifying their strengths and weaknesses and setting goals.

According to Dinapoli (2009), individual support, feedback, and goal setting contribute to enhancing speaking abilities during role-plays.

INCORPORATING LANGUAGE DIVERSITY AND CULTURAL SENSITIVITY IN YOUR ROLE-PLAY ACTIVITIES TO SUPPORT ALL STUDENTS' SPEAKING SKILLS AND BACKGROUNDS

Incorporating language diversity and cultural sensitivity in role-play activities is essential to support all students' speaking skills and backgrounds. Here are some ways to do this:

- By incorporating different accents and dialects.
- By using inclusive language.
- By encouraging cultural sharing.
- By fostering a safe and inclusive learning environment.
- By providing materials in different languages, and encouraging cultural sharing, students can feel more engaged and motivated to participate in role-play activities, leading to improved speaking skills and cultural understanding.

Kreuter (2007) claims that cultural sensitivity and language diversity are crucial considerations in role-play activities.

THE BENEFITS OF USING ROLE-PLAYS IN THE ENGLISH CLASS

Students get motivated and get an effective filter down from each student. Role-plays help students practice their different skills and abilities making it less difficult for them to use the language in a real-life situation.

Additionally, role-plays:

- Provides real-life practice.
- Develops fluency.
- Builds vocabulary.
- Improves pronunciation.
- Encourages collaboration.
- Enhances cultural understanding.
- Makes learning fun and engaging.

As stated by Lestari (2020) Role-plays offer numerous benefits, including motivation, skill practice, fluency development, and cultural understanding.

THE DISADVANTAGES OF USING ROLE-PLAYS IN ENGLISH CLASS

Role-plays serve as a valuable pedagogical tool for English language learners, facilitating language acquisition and communicative competence. However, their implementation in the classroom presents certain drawbacks, including:

- the potential for being time-consuming,
- eliciting shyness and anxiety among learners,

- instigating discomfort and self-consciousness,
- limiting language use,
- lacking authenticity in communication scenarios, and
- posing challenges in terms of teacher supervision during interactions.

Educators need to be mindful of these limitations while effectively using role-plays to optimize language-learning outcomes.

Furthermore, Jakob (2018) states that despite advantages, role-plays may have disadvantages, such as time consumption and limited supervision.

FACTORS CONTRIBUTING TO THE SUCCESS OF USING ROLE-PLAYS TO DEVELOP SPEAKING SKILLS

The successful utilization of role-play for enhancing speaking skills in the English classroom is contingent upon several key factors. These factors encompass the establishment of clear learning objectives, the creation of relevant and engaging scenarios, the provision of adequate preparation and support, the integration of authenticity in role-play activities, the cultivation of a positive and inclusive classroom environment, and the incorporation of variety and flexibility to cater to diverse learner needs. By judiciously considering and implementing these factors, educators can effectively harness the potential of role-play as a powerful instructional strategy in fostering communicative competence among English language learners.

Moreover, Lestari (2015), success factors for role-plays include clear objectives, engaging scenarios, preparation, authenticity, a positive environment, and flexibility.

FACTORS CONTRIBUTING TO THE FAILURE OF USING ROLE-PLAY TO DEVELOP SPEAKING SKILLS

Role-play, as a pedagogical approach for enhancing speaking skills, holds potential. However, its effectiveness can be hindered by various factors contributing to its shortcomings. Among these factors are the absence of well-defined learning objectives, usage of inappropriate or unengaging scenarios, inadequate preparation and support for learners, lack of authenticity in scenarios presented, the establishment of a negative classroom environment, limited variation and flexibility in role-play exercises, and insufficient feedback and assessment mechanisms. Addressing these limitations is crucial for optimizing the benefits of role-play and promoting successful language acquisition and communication in the academic setting.

Reiners (2016) says that certain factors can hinder role-plays, such as unclear objectives, unengaging scenarios, and lack of feedback.

CONCLUSION

It is concluded that integrating role-plays into the English class is a highly effective and engaging method to enhance language learning. It not only provides valuable practice in communication but also helps students develop essential social skills and boosts their overall motivation and enjoyment in the learning process. Through role-plays, students can

experience language in meaningful contexts, making their language skills more practical and applicable to real-life situations.

However, while role-plays offer advantages, they also come with drawbacks, so teachers need to take them into consideration for balancing the teaching strategies. However, the teachers underscored that with diligent planning and preparation, the advantages of role-play surpassed the encountered challenges, emphasizing its significance as an enriching pedagogical approach for language learning.

The use of role-plays brings benefits such as fostering a real-life context for language practicing, improving language functions, and promoting cultural awareness. Moreover, the text underscores the significance of creating a supportive classroom environment, integrating technology, offering personalized support and feedback, and taking into account language diversity and cultural sensitivity.

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