# "WAYS OF IMPROVING SPEAKING SKILLS OF PRIMARY SCHOOL LEARNERS THROUGH ROLE-PLAY ACTIVITIES.

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## Abstract

This article was consciously intended at investigating the following: the effectiveness of role-play that was more effective among primary school learners to improve speaking skills. Speaking has been widely regarded as the core element of English language learning. The success of students in learning English is often measured by how well and articulates they can express themselves orally. Despite its popularity and the fact that it has become one of the most embraced language skills by educational practitioners inside the classroom, speaking has been and is still thought of as the most challenging skill to master. A number of teaching techniques have been invented to tackle this issue, including role-play. Relying on this situation, the present study seeks to reveal the possible impact of role-play on students' oral performance and speaking confidence. The data were collected by several research works. Those data were then analyzed deeply to come up new ideas with using several research methods. The results of the research showed that: role-play were effective in primary school students' speaking learning and it was more effective than other type of activities.

**Keywords:** Speaking, Role-play, research methods, speaking, students with high and low speaking confidence

Speaking is one of the key abilities that language learners need to have to communicate effectively. Learning a foreign language may be more difficult because it requires a lot of listening in addition to speaking. It's challenging for a lot of youngsters because they have to listen carefully, react with appropriate terminology, and pronounce words well enough for others to understand them when they speak. Nonetheless, students frequently want more time to practice speaking in class during the learning process.

To improve comprehension or knowledge of the subject under study, several significant theories related to this research are presented. According to Brown and Yule, spoken language is made up of short, frequently broken sentences pronounced in a variety of ways. Speakers usually employ general references and a lot of

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repetition and overlap. On the other hand, Nunan asserts that speaking abilities comprise both dialogue and monologue skills. Speaking abilities for one-way communication, like a news host, are known as monologue speaking abilities. In an interview or other two-way communication, dialogue speaking is a necessary ability. While the discourse is separated into interpersonal and transactional categories, the monologue is further classified into planned and unplanned/spontaneous categories. What is important with beginners is finding the balance between providing language through controlled and guided activities and at the same time letting them enjoy natural talk. Teachers can ask students to have little opportunity to practice speaking English outside the classroom so need lots of practice when they are in class. In this stage, the teacher should correct at once seeing pupils making mistakes working with controlled and guided activities.

Understanding the definitions of role-play in the context of speaking skill development is a good first step towards understanding the function that role-play plays in teaching and learning speaking. People participate in role-playing exercises where they act out scenarios. These exercises are particularly useful for treating mentally ill patients or helping people learn how to communicate. In contrast, 2.Brown, H. D. claims that when pupils "role," it implies they act out a part in a particular scenario—either their own or someone else's. By "play," we mean that students assume the role in a secure setting where they can be as creative and lighthearted as they like.

The researcher then makes some recommendations in light of the research findings. In order to help pupils from different primary schools improve their speaking abilities, teachers can use the role-playing strategy. To enhance their speaking abilities, teachers may, nevertheless, employ additional approaches, strategies, and procedures if they have been shown to be more successful than the role-playing method. Role-playing helps students become more proficient speakers in both theory and practice, enhancing their vocabulary, pronunciation, and fluency. In order to help students become more proficient speakers during their education, it is advised that they employ such strategies. Principals might advise their English teachers to employ competent and engaging teaching methods because role-playing is a great way for them to learn how to speak more effectively. Aini, A., Andayani, and Anindyarini, A. can do such an advanced study on role-play in education. It is because the researcher thinks that these techniques can be improved based on the student's age. Certainly, the assessment of speaking skills does not only count for

three criteria (fluency, pronunciation, and vocabulary), but also it counts for other aspects such as grammar and comprehension.

The result of the article reveals that role-play contributes a significant influence on the participants' oral ability in the experimental class. Those who were taught by using role-play showed a significant increase in their speaking result compared to the participants exposed to the traditional presentation technique. It can be argued that the improvement witnessed in the experimental class is due to the participants' frequent exposure to the practice of English speaking. As role-play requires the students to act out specific roles and hold conversations in English, their opportunities to use and showcase their ability in using the target language were facilitated.

In addition to that, the present study also witnessed a positive interaction between role play and the participants' speaking confidence. As role-play demands the participants work together in a group, it is contended that mutually positive interactions among the participants can take place inside the classroom. The participants with low speaking confidence who tend to be shy and reluctant to speak are supported with the help, they might need by their high speaking confidence counterparts.

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