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ROLE-PLAYING METHODS IN SECOND LANGUAGE LEARNING

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Abstract

This article describes the activities that can apply the role-playing method in teaching a second language. The theory used is Stephen Krashen's second language learning theory. This research is a literature study research. The results of this study describe the activities that can be carried out during the application of the role-playing method, namely by listening to a short dialogue and then playing a role. They are second, reading storybooks in the target language and choosing important story events to act out. The use of this role-playing game provides an excellent opportunity for learners to communicate even though they have limited second language vocabulary. Therefore, role-playing encourages students to be brave in communicating, making it easier to understand the second language they are learning. Teachers can use this method when teaching a second language.

Keywords: role play method, second language

Abstrak

Dalam artikel ini diuraikan kegiatan yang dapat dilakukan selama penerapan metode bermain peran dalam pengajaran bahasa kedua. Teori yang digunakan adalah teori pembelajaran bahasa kedua Stephen Krashen. Penelitian ini adalah penelitian studi kepustakaan. Hasil penelitian ini mendeskripsikan kegiatan yang dapat dilakukan selama penerapan metode bermain peran adalah dengan mendengarkan dialog pendek kemudian bermain peran. Kedua, membaca buku cerita dalam bahasa target kemudian memilih peristiwa penting dalam cerita tersebut untuk diperankan. Penggunaan permainan peran ini, memberikan peluang yang besar bagi pembelajar untuk berkomunikasi meskipun mereka memiliki kosa kata dalam bahasa kedua yang terbatas. Oleh karena itu, dalam permainan peran mendorong pembelajar untuk berani berkomunikasi, sehingga akan lebih mudah memahami bahasa kedua yang dipelajari. Pengajar dapat menggunakan metode ini dalam pengajaran bahasa kedua.

Kata Kunci: metode bermain peran, bahasa kedua



INTRODUCTION

Learning a second language other than your mother tongue is challenging for teachers or learners. Learners often use their mother tongue in communication, so the ability to communicate using a second language could be much better. Therefore, in learning a second language, several strategies and methods are needed that are similar to acquiring the learner's first language. Second language learning success depends on choosing the right strategies and methods to achieve the desired learning goals. Teachers need to develop creativity and the ability to choose appropriate methods in the second language teaching process (Widiasri et al., 2022).

The most effective method of teaching a second language is to use role-play activities. According to Diane, role-playing initially stimulates learning by facilitating the behavioral process (Diane, 2005). The game is a fun and memorable learning experience. Role play requires the participation of all learners in the learning process. Effective role-playing to liven up the teaching and learning atmosphere, arouse learners' interest, and make second language acquisition memorable (Nahrowi & Anis, 2019); (Kadafie, 2022).

Several reasons support role-playing activities in the second language learning process. Role-playing has a significant effect on classroom atmosphere and dynamics, allowing learners to be aware of common second language mistakes. Role-playing provides excellent opportunities for learners to communicate even with a limited vocabulary in a second language. Therefore, in role-play, learners are encouraged to dare to communicate in different social and cultural contexts and different social roles (Khoerunnisa, 2015); (Suryani, 2015).

In second language learning, learners need to experience a natural language environment. This can be done by developing role-playing methods and introducing the target language's culture. Teachers can teach a second language as well as cultural awareness. Furthermore, learners can develop common phrases and words in a second language, so role-playing methods are very effective in second-language learning (Rahman, 2018).

Based on the description above, the author is interested in describing this problem as an object of research. The problem of this research is what activities can be done while applying role-playing methods in second language learning. Related to the research problem, this study aims to describe the activities that can be carried out while applying role-playing methods in second-phase learning.

There have been previous studies that are similar and related to this study. The first research study was conducted by Altun (2015), titled Using Role-Play Activities to Develop Speaking Skills: A Case Study in Language Classroom. Research conducted by Altun (2015) proved that the role-playing method is very effective for foreign language learning because language acquisition occurs naturally with this method. The role-playing method motivates learners to learn the target language better; in other words, role-playing can develop learners' confidence. In learning, role-playing methods are used, as well as teaching vocabulary and everyday language learners need. This is very important to improve and develop the learner's speaking skills in the target language (Altun, 2015).



Based on the first study, researchers captured that role-playing methods can improve second-language speaking skills. Learners are encouraged to be confident in the second language they master. In addition, second language acquisition occurs just like the learner's first language acquisition (Hidayat, 2023).

The second research was conducted by Suryani (2015) titled *The Effectiveness of Role Play in Teaching Speaking*. Suryani (2015) said that speaking is one of the essential skills that second language learners must master. Second language learners need help with speaking, such as difficulty constructing sentences, fear of pronouncing the wrong second language, and lack of motivation. Learners tend to use the first language in the communication process. Therefore, the role-playing method used in Syriac's (2015) research and the result showed that the role-playing method has a significant influence on improving the speaking ability of second language learners (Suryani, 2015); (Goram & Subekti, 2022).

Based on the second study, the difficulties Suryani (2015) found can be minimized using role-playing methods. Role-playing methods can improve the speaking skills of second-language learners by using scripts or improvisation (Fitri, 2020).

The theory used in this study is the theory of second language learning by Stephen Krashen. Stephen Krashen argues that second language learning is acquired like a first language. Stephen Krashen says second language acquisition is closely related to first language acquisition (Ramadhani Uci, 2018). The first language is acquired naturally according to each individual's cognitive and social development. Meanwhile, second language acquisition occurs after the individual's cognitive and social development is complete.

In this case, the educator must arrange for second language learning to be the same as second language learning. Therefore, learning a second language requires a natural environment that can help improve the ability to speak (communicate), not improve the ability of language structures.

RESEARCH METHODS

This research included a literature study with a meta-analysis to identify ten national journal studies. According to Rahmadi, a literature study is a study used to collect information or collect library data by studying, reading, recording, and processing research materials (Rahmadi, 2011). This research uses references in books, papers, theses, journals, and others.

Researchers read, note, study, review, or analyze material according to the topic, namely role-playing methods in second language learning. The data sources used are books, articles, and journals. The data analysis technique used is a content analysis technique. This technique will select, compare, combine, and sort out various understandings until they are found relevant. Researchers compare and combine documents to form a systematic study. In addition, this content analysis (1) is carried out by selected national journals that have the same theme as research using Google Scholar; (2) each selected article is grouped by providing a code and grouped by indicators of role-playing methods and second language; (3) each article was reviewed using indicators of role-playing methods and second language; (4) the dominance of the use of play methods is associated with roles and second language by contributing to the results and conclusions of each article; (5) dominance results are explained by making distinctions with other studies (Argaheni, 2020; Lorig et al., 2021). Next, the method of presenting the results of data analysis used in this study is informal. Presenting



the results of data analysis is presenting research results using ordinary words (Sudaryanto, 2015); (Paridi, Khairul; Sudika, 2020)

RESULTS AND DISCUSSION

The first activity can be done by listening to a short dialogue. The teacher divides the learners into three people in one group. Learners can listen to 30-60 seconds of dialogue. The dialogue includes introducing a person and light dialogue. After listening to the dialogue, the teacher asks the second language learner questions related to the content of the dialogue to determine the learner's understanding. If second language learners get the gist of their dialogue, they can then practice filling in the dialogue for more precise listening practice (Sapinahajar, 2017).

The activity continued with pronunciation exercises, an explanation of language use, and an assessment of grammatical structures contained in the dialogue. Teachers can use gestures during conversations. It can train second language learners to communicate verbally and nonverbally. As for the characteristics of listening and role-playing activities, second language learners can make two choices: 1) Learners can use the dialogue that has been heard earlier and can continue it with improvised dialogue, but it must include an opening, light dialogue, and closing. Learners can use their information to continue the dialogue to role-play a conversation between three people (Arifin, 2020); (Paridi, Khairul; Sudika, 2020). The activity is not structured, but it can provoke the creative power of the learner; 2) The second activity is much more structured. Learners give role cards that must be understood for 10 minutes. The card describes each character's personal information. Three people in the group get their respective roles. After 10 minutes, learners can improvise dialogue based on each understood role.

Reading and Role-playing

In the second activity, namely reading and role-playing, learners can be divided into groups of three or four people. Teachers can prepare reading books in the target language, such as novels, fairy tales, or collections of short stories. If you want to introduce culture, the target language can be folklore or legend.

The steps in doing reading and role-playing activities are as follows: 1) Each group is given a different reading. Then, the learner can look for the core events in the reading (Nahrowi & Anis, 2019). Each group will play the core events, so the learner must prepare scenes and dialogues to play; 2) If difficult words are found in the reading, then the learner can take notes and discuss in groups to look for the meaning of words' synonyms and antonyms to increase vocabulary in the target language, 3) Furthermore, if each group is ready then each group performs role-playing activities. In this activity, participants can also present new vocabulary they have discovered. 4) After the group performs, the teacher asks questions related to their role to determine the change of learners.

Watching Videos and Role Playing

Watching videos can be a stepping stone for learners to role-play in class. The steps of this activity are as follows: 1) Teachers can prepare short videos describing target situations, such as job interviews, ordering food, shopping at the market, showing directions, and so on. The video can introduce communication using the target language; 2) Learners listen to the video so that they can compare their own culture with the target culture; 3) After viewing, learners give a transcript of the script in the video and re-watch the video, 4) The teacher then explains the daily expressions and vocabulary contained in the script, 5) Then, learners can



practice roles with the original script, after becoming comfortable with the language in the script, the learner fills in the dialogue based on the original script, and 6) Finally, the learner personalizes the scene and dialogue and practices in pairs.

CONCLUSION

The use of role-playing methods in second language learning is very effective in improving communication skills, understanding the social and cultural situation of the target language, and increasing the understanding of the target language. Learners also become more confident in communicating using the target language. The role-playing method can be done by listening to short dialogues and then role-playing. Second, read a storybook in the target language and then choose essential events in the story to act. Lastly, watch a short video describing the target's situation and then role-play. Therefore, the purpose of learning through role play is to improve the learner's speaking, writing, reading, and communication skills. In addition to being a fun method, learning will not be teacher-centered. This will keep learners active in second language learning. These role plays can be considered for use in second language learning. This research is expected to be a resource for second language teachers to implement an effective and fun language learning process. The use of role-playing can train learners to communicate without having to feel ashamed if they lack the vocabulary or are wrong.

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