

Enhancing English-Speaking Attitude through Role Play: A Lecturer-Teacher Collaborative Research Project

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ABSTRAK

Sebuah proyek penelitian kolaboratif antara dosen universitas dan guru sekolah adalah jenis program Continuing Professional Development (CPD) yang memungkinkan mereka untuk secara kolaboratif menganalisis masalah kelas dan memberikan solusi yang efektif. Studi ini mendeskripsikan temuan proyek Penelitian Tindakan Kelas kolaboratif dua siklus antara dosen dan guru di Indonesia. Studi ini menganalisis sikap berbahasa Inggris siswa. 8 pertemuan yang kaya akan aktivitas permainan peran dirancang untuk meningkatkan sikap berbahasa Inggris siswa dengan terus menganalisis dan memodifikasi instruksi. Penelitian dirancang dengan menggunakan model siklus spiral. Model ini memiliki empat (empat) langkah: Plan - Actions - Observe - dan Reflect. Penelitian ini menggunakan dua metode pengumpulan data yaitu wawancara dan observasi. Data dianalisis yang meliputi pemadatan data, penyajian data, dan kesimpulan. Penelitian ini mengungkapkan bahwa ada empat tahapan penerapan teknik Role play untuk meningkatkan sikap berbahasa Inggris siswa. Yaitu sebagai berikut: 1) tahap pengenalan, melibatkan siswa menghubungkan pengetahuan awal mereka dengan topik 2) tahap latihan, melibatkan siswa berlatih bermain peran; 3) tahap demonstrasi, yaitu siswa mendemonstrasikan permainan peran mereka; 4) tahap evaluasi, yang melibatkan guru dan teman sekelas memberikan umpan balik; dan 5) tahap refleksi, yaitu melibatkan siswa melakukan refleksi terhadap pembelajarannya. Beberapa modifikasi pengajaran yang penting dalam meningkatkan sikap berbahasa Inggris siswa dan bagaimana studi mengembangkan profesionalisme guru dibahas.

ABSTRACT

A collaborative research project between university lecturers and school teachers is a type of Continuing Professional Development (CPD) program that allows them to collaboratively analyze classroom problems and provide effective solutions. This study described the findings of a two-cycle collaborative Classroom Action Research project between a lecturer and a teacher in Indonesia. The study analyzes students' English-speaking attitudes. 8 meetings rich in role-play activities were designed to improve students' English-speaking attitudes by continuously analyzing and modifying instruction. The study was designed using the spiral cycle model. This model has four (four) steps: Plan - Actions - Observe - and Reflect. This study employed two data collection methods: interviews and observation. Data were analyzed in which includes data condensation, data display, and conclusions. This study reveals that there are four stages to implement Role play technique to increase students English-speaking attitudes. They are as follows: 1) The familiarization stage, which involves students connecting their prior knowledge with the topic 2) the rehearsal stage, which involves students rehearsing the role play; 3) the demonstration stage, which involves students demonstrating their role play; 4) the evaluation stage, which involves teacher and classmates providing feedback; and 5) the reflection stage, which involves students reflecting on their learning. Some teaching modifications that important in improving students' English-speaking attitudes and how the study develops teacher's professionalism are discussed.

1. INTRODUCTION

To enhance the quality of learning, teachers are required to maintain their professionalism by participating in various Continuing Professional Development (CPD) programs. One of recommended CPD

programs involves teacher doing research to improve their teaching (Roux & Valladares, 2014; Saka, 2013; Vrijnsen-de Corte et al., 2013). Research collaboration between teacher and university lecturers as researchers has long been recognized as a solution for improving learning quality (Banegas et al., 2013; Kelly, 2015). The collaboration enables both the lecturer and the teacher to work together to identify classroom problems and devise solution to overcome them. Indonesian universities have been implementing programs to improve collaboration with school teachers by sending lecturers to school. This program aims to provide lecturer opportunity to see how theories are put into practice in the classroom and to allows research-practice partnership on teaching innovations. In addition, the collaboration informs both the teacher and the lecturer about what interventions are required to improve learning quality. University lecturers will benefit from seeing and directly experiencing what has happened and is happening in the world of education at the school level (I. G. L. P. Utami, 2018; I. L. P. Utami & Prestridge, 2018). Lecturers will gain a better understanding of what graduates require to become professional teachers and will consider the material that should be given to students when teaching. Teachers, on the other hand, are expected to benefit from collaboration with lecturers. Teachers will be able to improve their competence, particularly their professional and pedagogical competence, which is critical for improving school-based education quality (Konstantinidou & Scherer, 2022; I. L. P. Utami et al., 2017). Collaboration between lecturers and teachers will allow for more meaningful learning in terms of improving Higher Order Thinking Skills (HOTS) and students' 4Cs skills. The lecturer's conceptual understanding can be used to provide intervention alternatives to solve classroom problems. Meanwhile, the teacher's situational analysis may provide insight into the implementation of certain strategies because the teacher is aware of the students' characteristics and level of language proficiency.

Universitas Pendidikan Ganesha (Undiksha) is an Indonesian state university that specializes in teacher education. By sending lecturers to schools, the university has implemented a teacher-lecturer collaboration program. SMA Laboratorium Undiksha, located in Singaraja, Indonesia, is one of the schools to visit. This article describes how English teachers and English Education lecturers collaborated in both teaching and research. An observation in a grade ten English class revealed that students' interest in speaking English was quite low. When asked to introduce themselves and explain why they chose to attend the school, students responded with a few words or no words at all. Their confidence in speaking English is extremely low and requires significant improvement. The findings of interviews with the English teachers came to the same conclusion. According to the English teachers, most students are shy to converse in English, thus avoid participating in speaking activities. When given the opportunity to practice using language in dialogue, they tend to passively read the guided dialogue rather than improvising with expressions taught to communicate their ideas. This poor language attitude is not expected in any foreign language class. Learners must be interested in using the language, willing to participate in speaking activities, and confident in speaking. Improving students' speaking skills is critical because the ability to speak has a big impact on how well students learn other language skills like reading, writing, and listening. Besides, learners must be able to communicate verbally in order to obtain information effectively and efficiently. As a result, speaking skills are critical for students learning English as a foreign language. According to previous study the most important aspect of learning a foreign language is acquiring speaking proficiency (Bahadorfar & Omidvar, 2014; Ur, 1996). Thus, most language learners strive to be able to converse in that language. Speaking is the most important aspect of communication, as it is the ability to converse fluently in the target foreign language (Burns, 2019; Fitriah & Muna, 2019).

Speaking is a highly complex and dynamic skill that requires the simultaneous use of several processes - cognitive, physical, and socio-cultural - and requires a speaker's knowledge and skills to be activated quickly and in real-time (Burns, 2019; Mizbani & Chalak, 2017). Students frequently encounter difficulties in conveying and expressing their thoughts and feelings. The most common issue is that they have difficulty communicating in foreign languages (Chen, 2014; Oroujlou & Vahedi, 2011). Students have poor speaking skills for a variety of reasons, including teacher dominance in the class (Cox, 1999), students' lack of speaking opportunity (Moyi & Galadima, 2020), lack of motivation, lack of student interest (Akmal, 2018), teachers' instruction in the mother tongue and peer pressure (Iraqi, 2019). The lecturer and teachers agree that the problem in the observed class was English-speaking attitudes which include students' lack of interest, participation, and confidence in English speaking engagement. Following the identification of classroom problems, both the teacher and the lecturer determine Role-play intervention to be implemented to improve students' attitudes toward English speaking engagement. Role-play technique is not really a new technique in teaching English class but it is still widely used in the last decade. Many previous researchers have proven how the Role Play technique is very well used to improve English speaking skills. Researchers who examined the use of role-play in English class as a foreign language class can be mentioned as follows: classes in Vietnam (Nguyen, 2017), China (Werth, 2018), Thailand (Alabsi, 2016) and Indonesia (Krisdiana et al., 2018; Yuliana et al., 2014). Previous

research found that incorporating the Role-Play technique into English language lessons had a positive impact. In Thailand, discovered that the Role-Play technique without dialogue guides was effective for improving students' speaking skills (Naksevee & Sinwongsuwat, 2015). He was able to assist students in developing their abilities to use English naturally. There is also study conducted experimental research to determine the effectiveness of Role-Play techniques in improving speaking abilities (Yuliana et al., 2014). This method is contrasted with the Information Gap method. Their research findings demonstrate that Role-Play techniques outperform Information Gap techniques in terms of improving students' speaking skills (Krebt, 2017; Rao, 2019). Other studies in Bethlehem, Palestine discovered similar results (Joma et al., 2016). Their quasi-experimental study discovered that the Role-Play technique significantly improved students' communicative skills (Krebt, 2017; Rao, 2019). They proposed that teacher institutions teach the Role-Play technique because it was effective in learning to speak English.

Based on the findings of the preceding research, it appears that the Role-Play technique can be an intervention to implement to improve students' communicative skills. However, those studies provide little to no information on how the Role-Play technique improves students' English-speaking attitudes, such as interest, participation, and speaking confidence. This study emphasizes this aspect in order to provide more informative findings on how the Role-Play technique should be implemented in order to improve students' speaking attitudes. In addition, this study provides information on how the English teacher collaborator develop her professionalism through collaborative action research with a university lecturer.

2. METHOD

The study was designed using the spiral cycle model. This model has four (four) steps: Plan - Actions - Observe - and Reflect (cycle 1) and Revised Plan - Actions - Observe and Reflect (cycle 2). The study was done in 2 cycles when the research goal was met (Kemmis & Mc. Taggart, 1988). This study included 20 students from class X at SMA Laboratorium Undiksha. This study's primary goal was to improve student English-speaking attitudes (interest, participation, and confidence). The research target was to achieve 75% of students demonstrating attitudes such as interest, activity, and self-confidence. This study employed two data collection methods: interviews and observation. Interviews with partner teachers and students were conducted to identify students' difficulties in learning English, particularly in speaking skills. After determining the problem, the researcher created an action plan using the Role-Play technique. The observation technique was used to see what happened during the execution of the action. The researcher recorded how the learning process occurs while observing. During the lesson, the researcher also recorded student attitudes. An observation sheet was created for this observation.

The data gathered from interview and observation were analyzed in which includes data condensation, data display, and conclusions (Miles, et al., 2014). Researchers simplify data by selecting needed data from the raw data such as data from interviews with the teacher collaborator and English-speaking attitudes observation. At this point, the researcher described the data in the form of a table followed by narrative description. The percentage of students who showed learning attitudes (interest, participation, and confidence) was then calculated. The researcher then came to a conclusion after exposing the data. When the predetermined research target was reached, the research was terminated and the Role Play technique can be concluded to be able to improve students English speaking attitude. The trustworthiness of the data analysis was gained through time triangulation and investigator triangulation

3. RESULT AND DISCUSSION

Result

Cycle I Implementation

Plan

Prior to conducting the study, the research team identified student issues by interviewing the teacher collaborator (TC). According to TC, issues with students' English speaking attitudes stem primarily from a lack of understanding of the content and a lack of confidence. She went on to say that when students have the opportunity to speak, they tend to wait, allowing other classmates to take advantage of the opportunities. Some students were also interviewed about their difficulties speaking. Dara mentioned that "I don't want my friends laughing at my pronunciation, and when I finally get up the courage to speak, I realize that I don't know how to properly pronounce some words." Another response from Sita mentions that "Classmates can mock us and that when this happens, I prefer to remain silent."

When asked what the teacher could do to help them, they offered several suggestions. Prabha stated that "I believe the teacher should provide us with a model dialogue and a simulation of how to pronounce the sentences". Swari alluded to "The teacher should first explain the unfamiliar words in a dialogue so that we can improvise when necessary because we know the words."

To accommodate this, the research team decided to provide guided dialog, a model of how to pronounce the words, and word meaning exploration in cycle 1. Cycle 1 included four meetings. Two topics were discussed during these four meetings. Each subject is discussed over the course of two meetings. The first and second meetings were devoted to comprehending English form. The third and fourth meetings focused on the modal verb "should" in English interaction. For each meeting, the lecturer and teacher collaborator wrote the lesson plan, reviewed it together, and revised it based on the review results.

Action

Meetings 1 and 2 learning objectives are for students to be able to identify meanings, social functions, text structures, and language elements on passport and Visa forms, as well as practice through Role play the act of asking and giving information related to identity and other relevant information in accordance with the context. In general, the procedure for implementing learning was carried out in accordance with the Role-Play technique, namely by providing language modeling through guided dialogue or role cards and creating the dialogue. The first 30 minutes were spent on *familiarization* activities such as orientation, perception, motivation, and reference. The lecturer collaborator served as the teacher in this activity, displaying a passport photo and an example of a visa registration form as a reference. Students were quizzed on what documents they should have if they want to travel internationally, as well as how well they understand the functions of a passport and a visa. Students were asked to identify information in a passport and visa by observing images. Students were then instructed to complete visa and passport registration forms with their information

The next activity was *rehearsal*. The students rehearsing conversations with dialogues prepared by the teacher. Students were involved in understanding the meaning of difficult vocabulary before beginning to practice conversing in small groups. The teacher also demonstrated how to read the dialogue so that students could hear proper pronunciation. Following this activity was *demonstration* activity. The students presented this dialogue in front of the class. Students were still permitted to read dialog text shared via WhatsApp. The first meeting was then concluded with reflection activities and a summary of previous learning and plans for future learning. The second meeting focused on understanding passport and visa forms, a continuation of the previous topic. As previous meeting, this meeting was begun with familiarization activity. This was to familiarize students with the topic; the students were asked to recall information from a passport and visa. Students were also asked to observe and identify the information required on a Japanese visa application form. Afterwards, the students did rehearsal and demonstration activities. They were asked to conduct an interview dialogue in which they asked for and provided information contained in the passport they had previously made on the first meeting. Then, students practiced the dialogue in pairs, with one person acting as the interviewer and the other as the interviewee. The interviewer elicited information about self-identity based on what was printed on his partner's passport and recorded what his partner said. The second meeting was then concluded with activities that encouraged participants to reflect on what they had learned. The teacher also described the activities that would take place at the next meeting.

The third and fourth meetings focused on the use of the modal verb *should*. Learning began with a video about motivation for success by Arnold Schwarzenegger. Students were asked to listen and write down five things that needed to be done in order to succeed. The teacher then gave the students three sentences that contained the modal verb *should* and asked them to complete a matching task between sentences and appropriate social functions to identify the social functions of these sentences. The instructor then instructed students to create sentence examples based on the context provided (example: Please give advice to a friend who fail in an exam). Following the completion of this activity, the teacher highlighted difficult words and explained the social function of the modal verb *should*, as well as the distinction between the use of the modal verb *should* in two forms: simple and continuous. In the following activities, students were asked to observe several images that depict good and bad activities to exercise their critical thinking as well as increase students' interest, participation, and confidence. Students were asked to create sentences that stated what they *should* or *should not do* based on the images displayed. Students were also asked to participate in a Role Play based on the provided dialog to help them understand the differences between the use of modal verb *should* in simple and continuous forms. Students then performed it in front of the entire class. This meeting concluded with a reflection and presentation of the next meeting's lesson plan. The fourth meeting began with a review of the previous

lesson on the two forms of modal verb should: simple and continuous. The teacher then asked students to observe three sentences that contained the word should perfect to introduce the next topic, which was about the form of should perfect. They were instructed to examine the meaning of the sentence in the form of should perfect. They were then asked to compare three types of should: simple, continuous, and perfect. Students were instructed to identify verb inflections in the should perfect forms and to convert a few base verbs (V1) into past participle verbs (V3). The next activity stimulated students' interest by asking them to critically think of a sentence that answers the question, "What should I have done?" In accordance with the given situation. The students were then asked to observe a dialogue that was arranged at random. Students were asked to work in groups to arrange the dialogue so that it was effective.

To give them the opportunity to speak and exercise their confidence, following this activity, students were motivated to perform a role-play of the dialogue they had arranged before in front of the class. After completing this activity, students were asked to work in pairs and pay attention to a cue card containing situations. Based on this situation, students were asked to create a dialogue. Following the completion of each pair's dialogue, they exchanged the dialogue and performed peer assessment on context appropriacy and language accuracy. They then performed this dialogue in front of the entire class. The learning experience is then concluded with reflection and the presentation of the next lesson plan.

Observation

Teacher collaborator carried out the observation activities. The instruction was mainly designed with three main stages: 1) familiarization stage which aims to relate students' prior knowledge with the topic by providing orientation, perception, motivation and reference 2) rehearsal stage in which students practice the model dialogue and 3) the demonstration stage in which students present their dialog in from of the class. Cycle 1 procedure is show in [Figure 1](#).

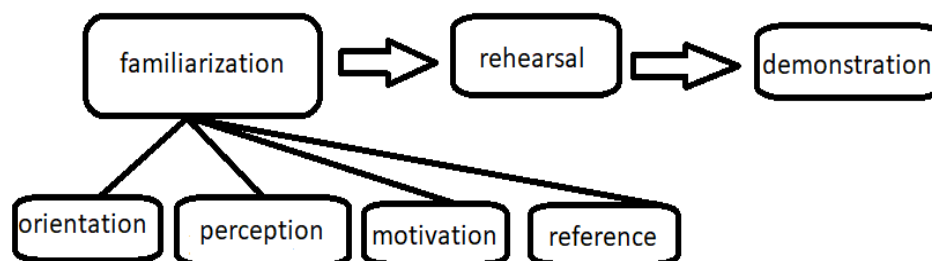


Figure 1. Cycle 1 procedures

The observation showed that students demonstrated a greater interest in using English during four meetings. Every time they spoke in Indonesian, the teacher (whose role was the teacher oof the class) assisted them in speaking in English. Although not all students can converse in English spontaneously, students' engagement in the first cycle was significantly improved when compared to the initial observation. In fact, some students asked questions and commented on their classmates' performances. Furthermore, with the assistance of guided dialogues, the students were more confident in performing the dialogue. Students were asked to modify the guided dialogue and create their own dialogues, which they then performed in front of the class. This is done to avoid their reliance on guided dialogue, which may develop temporary speaking skills rather than long-term skills.

Reflection

Despite improvements in students' English-speaking attitudes, three aspects of attitude had not yet reached the target: 15 people (75%). Only six people showed interest in cycle one, twelve demonstrated active participation, and eight demonstrated confidence. Based on these findings, even though they did not meet the expected target, there appears to be an increase when compared to the initial observations. As a result, the researchers concluded that the Role-Play technique, as implemented through 5 Role-Play activities, appeared to have the potential to improve student attitudes. The research team then reflected and discussed what could be done in cycle II. Despite the use of three stages of role-playing: *familiarization*, *rehearsal*, and *demonstration*, the impact on English speaking attitudes has not met the desired goal. The research team then modified the role-play procedures by adding two stages: *the evaluation stage and reflection*. During the stage of evaluation, both students and teachers may provide feedback on the group's performance. The lesson was concluded with a reflection, which allows students

to express their feelings and evaluate their learning. Furthermore, the number of role-play activities would be increased from 5 in cycle 1 to 10 in cycle II. In addition, students would be required to memorize the dialogue (practice dialogue without text), and the teacher would provide additional enrichment in the form of homework, as well as more intensive assistance or scaffolding throughout the process.

Implementation of Cycle II

As the previous cycle, the second cycle was also done with 4 steps of plan, action, observe and reflect. The following is how each step was conducted.

Plan

Cycle II was designed to be completed in four meetings, each with an evaluation stage, to complete the three stages of the role play for a better instructional effect. In addition, there were more opportunities for dialogue than in Cycle I. Cycle 2 included two lessons on future tense and correlative conjunction which were learned within 10 role-play activities. Each of these topics was discussed in two separate meetings. Similar to the first cycle, lecturers and partner teachers collaborated to develop lesson plans and identify appropriate learning resources for the students' characteristics.

Action

To facilitate discussion, the meeting in the second cycle will be referred to as a continuation of the first cycle. The first meeting of the second cycle will be referred to as the fifth meeting because the first cycle concluded with the fourth meeting. The fifth and sixth meetings focused on Future Tense. This meeting began with *familiarization* activity. Students discussed their future vacation plans; students responded by mentioning their various plans. The teacher then directed the discussion to the activities that people usually do when they vacation on the beach. Following the discussion, the teacher instructed students to watch videos about the top ten things to do at the beach. After observing this video, the instructor asked students to explain one by one the usual activities performed on the beach as described in the video. The teacher then instructed students to write sentences in the simple future tense that contained future plans. Following this activity, students were asked to listen to a dialogue with simple future tense sentences. Students debated the use of sentences or future tense expressions in the dialogue. Students observed language elements, social functions, and language structure.

The following activity was a *rehearsal*. Students were told to practice the dialogue in front of the class. The Teacher then demonstrated a dialogue with future continuous tense sentences and asked students to compare the meanings referred to with simple future tense. The teacher then emphasized the different contexts for future continuous tenses. The teacher then distributed a worksheet containing key words for conducting an interview. Students were required to interview five of their friends and document what they intended to do at a specific time. The students then engaged in an indirect spontaneous dialogue in which they expressed asking for and providing information about their future plans. "What will you be doing tomorrow at 7 a.m.?" one student may ask, and this is replied by, for example, "I'll be running to school." The next activity was a group dialogue. The students were instructed to work in groups to comprehend the group dialogue script. Each student is assigned a role and is expected to understand and memorize the sentences they must say. The teacher provided scaffolding to help students understand the sentences in the dialogue. This was accomplished by explaining the literal meaning of unfamiliar words or by providing context in order to place the words in sentences. When the students had fully grasped the dialogue, they were encouraged to *demonstrate* their understanding by presenting their dialog to the class. Following the completion of each group's presentation, the teacher and other students provided feedback as a form of *evaluation*. The feedback could be about their strengths or weaknesses, as well as suggestions for how to improve their performance.

The activity of conducting dialogs based on cue cards containing dialog instructions came next. Students were expected to be able to produce sentences based on the cue cards' instructions. Students then practiced their dialogue in pairs in their seats before presenting it in front of the class. Teacher and students provided feedback on their performance. The lesson was then concluded with a *reflection* to determine how the students felt about the lesson, what they had learned, what they needed to do to improve their speaking skills, and which activity they enjoyed the most. Students were also assigned homework that required them to conduct interviews with family members using the Future Continuous form. The class was then concluded with a prayer. The sixth meeting began with a review of the previous meeting's homework. Some students were asked to report their work results and received feedback from the teacher. The teacher then went over the previous material. The students made observations on a video depicting how to live in Tokyo. Then, in their group, they pretended to be going to Tokyo next month. Based on their observations of things done by people in Tokyo, they were required to make plans for

things they wanted to do in Tokyo using the phrase Future Simple. Then they looked at several pictures and made Future Continuous sentences based on them. The teacher directs the discussion to the next topic, Future perfect. The discussion about Future Perfect begins with observing a dialogue. Students are asked to pay attention to the dialogue containing the Future Perfect sentences and are asked to think about the meaning of the sentence. Students are also asked to compare with Future Simple and Future Continuous which are also present in the dialogue. Then the students are asked to work in small groups and practice and memorize the dialogue before presenting it to the front of the class.

The teacher emphasized expressions with will + perfect in a variety of situations for an in-depth discussion of Future Perfect. Students compared sentences in various future tenses that they had learned. Students were given worksheets about interview notes to provide additional training opportunities. The students interviewed five of their friends to learn about their future plans. For instance, "What will you be doing at 8 p.m.?" will be addressed, and this can be replied by, for example, "At 8 p.m., I will have completed my homework." The teacher also monitored and ensured that the students conducted interviews in English during the interview activity. Following completion, several students read the notes on their interview results. The next activity required students to work in pairs to create a simple dialogue. Each pair received cue cards from the teacher. The students then performed a dialogue in front of the class after ensuring that they create a good and correct dialogue. Teachers reflected on unresolved issues as the class came to a close then asked the students to confirm the information that had been explained. The teacher assigned homework in the form of a brief report on the predictions of the activities completed in the form of Future Perfect. Finally, the teacher informed the topic for the next meeting and concluded the lesson with a prayer. The topic of correlative conjunction was discussed at the 7th and 8th meetings. The meeting began with a review of the homework assigned at the previous meeting. The teacher summoned several students to the front of the classroom to report the results of their homework assignments. The teacher then provided students with feedback and learning motivation. Students were encouraged to connect their prior knowledge by watching videos or expressing their opinions about the topics during these two meetings. As with the previous meeting, more activities were planned to allow students to engage in role play. During the rehearsal stage, the teacher provided scaffolding to assist students in understanding the task, the cue card dialog, or in creating their own dialog. Students were encouraged to perform their dialogue in front of the class. Teachers and other classmates provided constructive feedback to help them evaluate their performance. As a final activity, the teacher reviewed the previous lesson and asked students to do a reflection on what they had learned. The teacher also assigned homework to the students and concluded the class with a prayer.

Observation

During the sessions students demonstrated a greater interest in using English during four meetings. When they spoke Indonesian, the teachers always encouraged and assisted them in using English, and they were also encouraged to memorize their dialogue. In comparison to the first cycle, there was an increase in the number of students who expressed an interest in using English in class interactions. Some students even wanted to ask questions and made comments about their classmates' performances. Furthermore, there was an increase in the number of students who participated confidently in the speaking activities. Many of them raised their hands and volunteered for dialogue without being asked by the teacher. They gain confidence in dialogue activities as they progress. Figure 2 depicts the activities of the second cycle. All meetings began with a familiarization stage, which was followed by a rehearsal stage, followed by demonstration, evaluation, and reflection stages. When the next meeting is held, the same procedure will be followed. Cycle 2 procedure is shown in Figure 2.

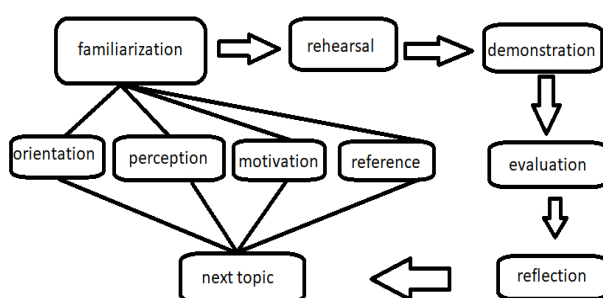


Figure 2. Cycle 2 Procedures

Reflection

After four meetings, three elements of attitude had also met the previously set target of 15 people (75%). In the second cycle, 18 people expressed interest, 20 expressed participation, and 18 expressed confidence. Table 1 shows the results of the observations, which will be three elements of student attitudes from the initial observation to cycle II. From initial observations, cycle I and cycle II, it is clear that there is an increase in the frequency of students displaying attitudes of interest, participation, and self-confidence.

Table 1. Students English-Speaking Attitudes

Attitude Elements	Frequency in Initial Observation	Average Frequency in Cycle I (Meeting 1-4)	Average Frequency in Cycle II (Meeting 5-8)
Interest Students use English (not Indonesian) in interaction in class	5	6	18
Participation Students are actively involved in asking questions, giving ideas and playing roles	9	12	20
Confidence Students show an attitude of confidence and sincerity during role playing activities.	6	8	18

Based on Table 1, it appears that the results have met the expected target, with an increase in student attitudes compared to the first cycle. To ensure the treatment's success, some students were interviewed about their reactions to the treatment. Jayanti stated that she enjoyed her English class because she learned something that she could understand. Dharma supported this by saying "Because the teacher gave us time to check the meaning of the words, I was able to completely understand the dialogues and learn more vocabulary. Furthermore, feedback from classmates motivated me to improve." Other response from Visakha was "I can completely relate now because all of the sentences are from our everyday conversation" As a result, the researchers concluded that the Role-Play technique, with a few modifications such as scaffolding from the teacher, model dialogues prior to student demonstration, word-meaning exploration, peer-feedback and contextual topics, can improve students' attitudes toward English-speaking.

Discussion

Previous research mention that Role Play can influence the attitude and quality of student learning in the classroom (Alabsi, 2016). Furthermore, role-playing, particularly in groups, has numerous advantages, including increasing students' enthusiasm, providing an opportunity to learn from peers, and allowing teachers to provide direct feedback (Beverborg et al., 2015; Lee & Coniam, 2013). This is also reflected in the findings of this study; through role-playing activities, students appeared to be more excited and the learning situation was very enjoyable. Students learned effectively because they learned contextually in a pleasant and relaxing classroom environment. Students collaborated, reminded each other of their roles, and corrected each other's English usage.

There are several steps to the Role-Play procedure. Previous study mentions five steps in the recommended implementation techniques in their guidelines (Richard, 1985). Role Playing activities include: 1) initial activity, 2) dialogue models, 3) learning to do a role play with the help of role cards, 4) listening to recordings of native speakers playing role playing with role cards, 5) doing follow-up. However, according to previous study many Role-Play simulation procedures do not adhere to all of these steps (Nguyen, 2017). Step 4 of Richard's proposed Role-Play procedure was not followed in this study. The study's goal is to inspire and persuade students that they understand the language. The native speaker recording may not be the best option for accomplishing this goal. Initial activity was expanded into a familiarization stage in this study, which includes various activities that familiarize students with the topic. This could include listening to a dialogue, reading a story, watching a video, and so on. In this study, the step of dialogue model and cue-card based role play was then practiced in a rehearsal and demonstration stage. Students learn their dialog either individually or in groups at this stage, and when they are ready, they create their own dialog by following the instructions on the cue cards and perform it in front of the class. Follow-up activities are extra activities such as doing homework, revising dialog based on feedback from the teacher and friends, or repeating a mini dialogue (Cole & Kritzer, 2009;

Richard, 1985). The range of Role-Play techniques available, according to previous study is dependent on the type of class or level of education (Nguyen, 2017). The second cycle of this study was carried out based on the first cycle's reflections. Role-play exercises were increased in the second cycle, and students were encouraged to memorize the dialogue they performed, going beyond simply reading the dialog. Furthermore, the teacher provided more intensive scaffolding in the second cycle, as well as enrichment in the form of homework. This is consistent with the theory of foreign language learning. According to previous study students in English classes should be given more opportunities to use English (Richards & Renandya, 2002). The more practice opportunities there are, the better the results. It is expected that by memorizing the dialogue, students will gradually cultivate the habit of using spontaneous English utterances.

The study also has an impact on the professionalism of the teacher collaborator. It enabled both the teacher and the university lecturer to work on improving both the quality of teaching speaking and students' attitudes toward speaking engagement. The following development was obtained by the teacher collaborator: 1) During the research lesson design process, they discussed and shared knowledge in speaking activities and materials, discussion in the lesson objective and construction of Role-play dialogues and cue cards, anticipation for students' thinking, and specification of issues for classroom discussion. 2) During observation, the teacher gained knowledge for effective teaching strategies to improve students' speaking attitudes; and 3) During reflection on teaching practice, teachers gained knowledge by reflecting on the students' goal accomplishment, learning process, thinking approach, the efficiency of the strategies, and learning from the university lecturers' recommendations. The university lecturer also grows in some ways, such as realizing secondary school students' speaking abilities and developing anticipation awareness to overcome classroom challenges. The CAR research procedure is very similar to the practice of lesson study, which includes the phases of planning, observation, and reflection. This impact on teacher professionalism following collaborative CAR is similar to that found in study (Sudejammong et al., 2014). It is obvious that collaboration between school teachers and university lecturers has a significant impact on their professionalism (Nguyen, 2017; Richard, 1985). As mentioned by that the experience in joint action research reveals a growth in professional development and how teacher's motivation and autonomy influence students' motivation and language development. Furthermore, the study confirms how conducting research for teacher is a part of professional development efforts (Kennedy, 2016; Roux & Valladares, 2014; Vrijnsen-de Corte et al., 2013).

4. CONCLUSION

Based on the explanation above, it is possible to conclude that the Role-Play technique can help students improve their speaking skills, as well as their attitudes, participation, and self-confidence. Another point to emphasize is the role of the teacher in scaffolding, and more Role-Play activity influences the effectiveness of this technique. Furthermore, the follow-up to a Role-Play activity in the form of homework assignments provides reinforcement of student speaking skills. As a result, the role play technique is more effective in increasing students' interest, participation, and confidence in speaking English when the teacher provides scaffolding, opportunities for adequate dialogue, and feedback from both the teacher and classmates.

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