

**THE USE OF ROLE-PLAY TO TEACH SPEAKING SKILLS DURING THE
PANDEMIC COVID-19**



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**THE USE OF ROLE-PLAY TO TEACH SPEAKING SKILLS
DURING THE PANDEMIC COVID-19**

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Yogyakarta, 17 Maret 2025

Tanda tangan
dan meterai



Indah Astri Perwitasari

MOTTO

"Education is the most powerful weapon that can be used to change the world."

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DEDICATION

Assalamu 'alaikum Wr.Wb

The author is very grateful to Allah SWT, for given health and because thanks to his grace and guidance, the author can be at this point, so that the author can complete this thesis as a requirement for obtaining a bachelor's degree. Although the process took a long time and was far from perfect, the author was proud to finally finishing this final task.

This thesis is dedicated to:

- 1. My parents, the late Muhadi as my father and Nurul Rahmawati as my mother. For their continuous support and the motivation they showed me in pursuing my dreams. Although my father is not here to accompany me as he did before, I dedicate this thesis to him and will proudly say aloud that I once had a very cool father. The late father was someone who always motivated his children to be better individuals, who celebrated every achievement, and was the best support system for me. For this achievement, I will send thousands of prayers to my beloved father, to celebrate together.*
- 2. My siblings, Denis Hidayat Prabowo, my eldest brother, who became the backbone of our family after my father passed away when I was about to graduate from high school, and Retno Afifah Puspita, my second sister, who provided full support and encouragement for me to complete this thesis.*
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not least, thank you for finally completing this thesis as a requirement to earn the S.Pd. degree you've dreamed of since childhood.

Wassalamu'alaikum Wr.Wb.

Yogyakarta, 23 February
2025

A handwritten signature in black ink, consisting of a large, stylized initial 'I' followed by several loops and a horizontal stroke at the end.

Author,

Indah Astri Perwitasari

ABSTRACT

During my teaching practice at SMPN 4 Pakem, I used role-play to help students practice interacting with others by mimicking dialogues I provided via Google Classroom. Once students succeeded in role-playing, I gave them additional tasks, like creating their own dialogues on a given topic, practicing with peers, and submitting audio recordings of their performances through Google Classroom. By placing students in real-life or simulated situations, role-play encourages active participation, helps develop communication skills, and fosters an engaging learning environment.

I used WhatsApp Voice Notes to share assignments and Google Meet for online classes. In teaching, the focus was on light listening activities with related questions. On the first day, I made the mistake of mismanaging class time, causing the class to end early, which led to assigning additional work. I learned that engaging students through interesting techniques and strategies is crucial; otherwise, they may lose interest and leave the meeting.

Role play in the classroom was used to help students practice speaking in real-life scenarios. It involved students taking on different roles and engaging in conversations based on specific situations, allowing them to improve their communication skills. This strategies encouraged active participation, making the learning process more interactive and enjoyable, while also boosting students' confidence in speaking.

The reflection I gained from the use of role-play is that this activity encourages active participation and helps keep students engaged. Teachers may notice that students are more motivated and enthusiastic when they are involved in real-life scenarios, as when the practice

begins, students compete to get the first turn to practice role-play in class. Role-play can help students overcome speaking anxiety by providing a safe, supportive environment for practice. Teachers can observe improvements in students' confidence and fluency over time. The use of role-play in online English teaching highlights that not all students feel confident, especially during interactive activities. However, it also shows that role-play can help boost students' confidence in public speaking, encourage creativity, and make them more resilient to criticism while engaging in dialogue. After practicing role-play in class, male students who were initially inactive due to a lack of confidence became more confident, as they found role-play to be a fun and engaging way to learn speaking.

CHAPTER I

INTRODUCTION

Online learning has benefits and drawbacks, just like any other modes of learning. Financial affordability, schedule flexibility, resource sharing ease, adaptability to individual requirements, self-discipline, and self-motivation are some of the benefits (Zaki, 2022). The drawbacks include a lack of interaction with teachers and other students, a high likelihood of connection issues, psychological and health issues brought on by prolonged inactivity and lack of interaction, a lack of teacher control, a lack of motivation, and disruptions in the environment (Zaki, 2022).

During my online teaching experience, I have encountered several challenges. One major issue is limited interaction, as online platforms can hinder spontaneous conversations, making it difficult for students to practice speaking and listening skills in real-time. Additionally, technical issues such as connectivity problems can disrupt lessons, affecting learning outcomes. Keeping students motivated and engaged in a virtual environment proves to be more challenging than in a physical classroom, where teachers can leverage their physical presence and body language. Online classrooms also host students with diverse backgrounds and learning preferences, making it difficult to tailor lessons to meet everyone's needs. Assessing language proficiency and progress is more complex online, particularly with concerns about academic integrity during tests. Furthermore, teaching language often involves conveying cultural nuances, which is harder to achieve in a virtual setting without face-to-face interaction. Lastly, some students may not have access to the necessary technology or a conducive learning environment at home, hindering their

progress. Addressing these challenges requires innovative teaching strategy, effective use of technology, and a strong focus on building a supportive online community.

During the pandemic, there were a variety of online learning platforms that could be employed in teaching and learning activities. Some of these include Ruang Guru, Quipper, Television, Telegram, Google Classroom, and WhatsApp Groups. WhatsApp was used to help students work on task activities in the form of role-play, and this activity was carried out in groups. In this activity, the focus was on speaking, as all students were asked to read the dialogues they created with their group mates.

To facilitate students in completing assignments, I used WhatsApp Voice Notes to collect assignments and to conduct role-play activities. One of the classroom teaching strategies that encourages students to actively participate in the process of learning English is role-playing (Alwahibee, 2003). Acting, improvisation, dramatic play, pretend play, socio-drama, and other terms are all used to describe role-play (Jarvis, 2008). In this study, role-play is described as a teaching strategy in which students are instructed to interact as themselves or as someone else in hypothetical scenarios, with or without a predefined script, in order to create effective expressions for real-life language usage.

In the previous several decades, information and communication technology has swiftly grown and altered. Education must adapt to new technologies and incorporate it into classes. In addition, educational innovation must keep pace with the changing environment and successfully address educational issues (Whattananarong, 2011). Learning competency might be enhanced through high-quality educational innovation that allows students to learn more in less time. As a result, it is critical and unavoidable to develop high-quality educational innovation. According to

Sintapanon (2009), education innovation is important for learning since it helps students grasp information and lessons more clearly.

In the learning process, using techniques, strategies, and teaching innovation is very important, because to make the class run well and to be able to attract the attention of all students to us, as teachers we must use techniques, strategies, or teaching innovations that are interesting and can make all students not feel bored because in my experience all students will feel bored and not interested in learning is because the teacher uses poor teaching techniques so that they become lazy to study and even lazy to enter into existing class meetings.

Role-play is an effective strategies for increasing speaking skills because it fosters an engaging, encouraging setting where people may hone their communication abilities. Role-playing can significantly boost speaking skills in several ways. It provides a safe practice environment, allowing individuals to experiment with speaking and communication without the stress of actual consequences. This safety encourages practice and mistakes, which are essential for learning. Role-play also mimics practical situations, such as social encounters, presentations, and job interviews, helping individuals build confidence and reduce anxiety in real-life scenarios. Additionally, role-play often includes immediate feedback from peers or facilitators, which helps individuals identify their strengths and areas for improvement, guiding their practice over time. Engaging in role-play repeatedly helps refine speaking skills like clarity, tone, body language, and articulation, making them more natural with practice. It also enhances adaptability, as individuals must think on their feet and adapt to different roles and situations, which boosts confidence in handling unexpected scenarios. Furthermore, playing different roles helps build empathy, improving the ability to connect with others and communicate more effectively. By practicing in a controlled environment, role-play helps individuals overcome nervousness about public speaking

or difficult conversations, reducing fear and building self-assurance. It also encourages creativity, as participants often need to think creatively and problem-solve, which can make their communication more engaging and effective. Lastly, when done in a group setting, role-play fosters team dynamics and collaboration, with positive interactions and support from group members boosting confidence and comfort in speaking roles.

CHAPTER II

CONSTRUCTS

Handayani (2018) claims that speaking issues arise from students' lack of practice in class, their lack of confidence, and the possibility that the teacher's strategy of instruction is ineffective for them. Since the teacher is the key to the learning process, they should use creativity while selecting instructional tactics that will help the pupils grasp the material. Arifin (2021) states that in order to establish a fun and engaging learning environment, Instructors should always adapt their lesson plans to the competencies of their students. To make matters worse, some educators still employ antiquated methods and approaches that do not create an environment where students feel comfortable speaking up (Namaziandost & Nasri, 2019).

Teachers need to choose the best strategy for teaching speaking in order to help students become communicators that are more proficient. This indicates that a teacher's contribution to a stimulating teaching and learning environment is significant. The researcher has preferred strategies for addressing the speaking issue in this study is role-play.

A. Understanding Role-Play

In the context of teaching speaking, 'role-play' refers to an instructional activity where students assume and act out specific roles or scenarios in a simulated setting. This strategy was used to practice and develop various aspects of spoken language, including fluency, pronunciation, vocabulary, and communication skills.

Role-playing involves engaging in simulated social interactions (Krebt, 2017). The purpose of role-playing is to illustrate the roles and circumstances seen in actual life situations. Another

way to characterize role-playing as a teaching strategy is to provide students meaningful experiences. It instructs students on how to act and behave in authentic circumstances.

Role-play involves students being given a particular role or situation to act out, ranging from everyday interactions like ordering food at a restaurant to more complex scenarios such as negotiating a business deal. These simulated scenarios help mimic real-life conversations and contexts. Unlike traditional rote learning, role-play requires active participation, where students use language spontaneously, enhancing their ability to think and speak on their feet. By acting out different roles, students practice using language in contexts that closely resemble real-life situations, helping them apply vocabulary and grammar in practical, meaningful ways. Role-play also emphasizes not only what students say, but also how they communicate, including aspects such as tone, body language, and conversational strategies. This strategy can make learning more engaging and enjoyable, which boosts students' motivation to practice and improve their speaking skills. Furthermore, during and after the role-play, students and teachers can reflect on what went well and what could be improved, reinforcing learning and addressing specific language issues.

Role-play turns passive learning into an interactive experience. Instead of merely listening to explanations or reading texts, students actively engage in the learning process by taking on roles and interacting with peers. This increases student motivation and engagement, as they are more involved in the learning process. It encourages them to use the target language in a meaningful and contextually relevant way. Role-play is primarily a speaking activity, allowing students to practice speaking in various contexts. It helps students use English for real-life communication and develop their speaking fluency. Students improve their ability to formulate sentences on the spot, make requests, ask questions, and respond to others. This builds their confidence in speaking and encourages them to express themselves more naturally. Since role-play typically involves

improvisation and responding in real-time, it encourages students to think and speak spontaneously rather than relying on pre-learned scripts or memorized sentences. This helps students become more adaptable and flexible in using English, as they learn to formulate responses in various real-world scenarios without thinking too much about grammar or vocabulary. It also fosters quick thinking in the target language. Role-play provides an opportunity to practice specific vocabulary and phrases that are relevant to particular scenarios (e.g., ordering food, making a complaint, negotiating prices). It reinforces students' understanding of vocabulary in context, helping them remember and use it more effectively. Additionally, students are exposed to useful phrases that are practical in everyday communication.

Role-play encourages engagement in the classroom and boosts motivation (Ladousse, 1995). By having students act out certain methods of engaging with others in made-up scenarios (Byrne, 1986). Furthermore, according to Budden (2006), role-playing is any speaking exercise in which you either imagine yourself in a hypothetical circumstance or put yourself in the shoes of another person. The aforementioned arguments suggest that role-play serves as a strategy for both stimulating students in real-world situations and facilitating interactive education in the classroom.

Role-play strategy underpins the hypothesis of Vygotsky in Brown (2008) as expressed that the advancement of dialect execution happens in sociocultural interaction in learning preparation. On the other hand, role-play inclinations understudies to talk straightforwardly within the target dialect to create communicative competence as expressed by Hymes and Savignon in Savignon (2008).

The students will feel anxious while performing in front of others for the first time, especially the teacher, but with practice and more role-playing, they will become more adept and

self-assured. If they visualize themselves practicing for a role, just like they would if they were playing a minor part in a movie or TV series, they may eventually grow to enjoy it. The instructor should strive to adopt this mind set (David Holmes, 2004:134).

The role-play strategy successfully improves secondary school students' speaking abilities, as several studies have previously shown. For instance, Matanari's (2022) paper, "Improving Students' Speaking Skill by Using Role-Play Strategy in Virtual Class in SMP Negeri 2 Sumbul," demonstrates how role-playing and discussion in the classroom may help students become speakers that are more fluent. Additionally, Krebt's (2017) study, "The Effectiveness of Role-Play Techniques in Teaching Speaking for EFL College Students," demonstrated that the University of Baghdad's experimental group's students' speaking abilities had improved because of the role-play method's application in the classroom. According to student feedback, another factor is that the majority of students found the role-play approach entertaining enough to use in the classroom.

B. The Purpose of Role-Play

Role-play was employed, according to Liu & Ding, to help participants exercise their word flexibility. If the activity is more grounded in reality than in fiction, students will be more eager to engage. In this instance, teachers emphasize how role-play can help students experiment and be creative with language, while also fostering a safe environment where they can make errors without feeling ashamed. This will benefit their drive to study and boost their self-confidence as speakers. According to Murcia, role-playing is a suitable speaking exercise for rehearsing sociocultural specific speech acts, such as complimenting, criticizing, and so on.

1. Advantages of Role-Play

Role-play can be a highly effective strategy in English language lessons, offering numerous benefits to students. It encourages students to practice speaking in a dynamic and interactive way, helping them improve their communication skills, fluency, and spontaneity. By simulating real-life scenarios, role-play also helps students build confidence in using English in various contexts. Additionally, it allows students to enhance their pronunciation and intonation by practicing in a context that mimics natural conversation. Role-play fosters creativity, as it often involves imaginative scenarios that require students to think on their feet and use language in creative ways, enhancing their problem-solving skills and adaptability. Moreover, interactive activities like role-play make learning more enjoyable, boosting motivation and classroom participation. It also provides practical language practice, enabling students to apply what they have learned in real-world contexts. Many role-playing activities involve collaborative learning, as students work in pairs or groups, promoting teamwork. Overall, role-play creates an immersive and interactive learning environment, making language acquisition both effective and enjoyable.

2. Disadvantages of Role-Play

While role-play can be a valuable teaching strategy, it comes with several challenges. Not all students may be equally enthusiastic about participating; some might feel uncomfortable or shy, which can affect their engagement and the overall effectiveness of the activity. Additionally, role-play can be time-consuming to set up and conduct, making it difficult to fit into classrooms with limited time or cover all necessary content. There is also the risk of inequality, as some students may dominate the activity, leaving others less involved, which can hinder the learning experience for quieter or less confident students. While role-play provides opportunities for practice, students

may not always receive accurate or constructive feedback, especially if peers they not well trained in giving feedback. Furthermore, an overemphasis on fluency in role-play can sometimes overshadow the importance of accuracy in grammar and vocabulary, particularly if the focus is more on communication than on precise language use. Effective role-play also requires careful preparation by both the teacher and students, including the creation of appropriate scenarios and roles, which can be demanding in terms of time and resources. Additionally, students at different levels of language proficiency might struggle with the same role-play scenarios, making it challenging to address individual learning needs. The success of role-play often relies on students taking initiative and being proactive, which may not always occur, especially if students are hesitant or lack confidence. Balancing role-play with other instructional strategy and providing clear guidelines and support can help mitigate these disadvantages, making the most of this engaging learning technique.

C. Steps of Teaching through Role-play

There are three steps to teaching speaking through role-play, which match to the general pattern of most classes. These include activities that occur before to, during, and following role-play (Girard et al., 2003: 61; Harmer, 2008: 201). The first stage is preparation, Wessel (1991) believes that preparation is essential to get students ready to learn; hence the activities prior to role-play are undertaken as preparation. Prior to role-play, the other activity involves introducing new language with pictures, games (Wessel, 1991; Vernon, 2009), realia (Mumford, 2005), and narrative (Read, 2008). Students get the opportunity to practice their lines with the entire class after recognizing the vocabulary and discourse through role-play (Vernon, 2009). She also proposes that more advanced students should play longer lines, while less advanced students should play shorter lines.

The second stage is practice, putting the studied role-play into practice. As a teacher, I decided to divide the students into groups by doing the role-play assignments I prepared. In this instance, highly supervised activities they seen to be preferable for younger children since Phillips (2004) and Girard et al. (2003) state that younger children struggle to work in groups and participate in speaking activities.

In the last stage, two tasks can be completed, namely assessing students' understanding and assessing their feedback (Phillips, 1993; Huang, 2008). Since the goal is to include the students in the learning process rather than just practice English, they advise completing the previous exercise in the children's mother tongue because the students' understanding of the language is still extremely restricted.

CHAPTER III

IMPLEMENTATION

This section explains how the role-play as a strategy as a teacher to build communication between students continues throughout the learning process during PPL which is held at SMPN 4 Pakem, which involves class VIII students with five classes and each class, consists of 31-34 students.

Before the class started I gave a question in the form of student attendance, so all students were ask to click on the present section as shown in the picture to ensure that the student was present in class.

When the class started, I led a prayer together then did self-introductions and light conversations and the next activity, I called some names of students by reviewing what lessons students in the previous meeting have studied. My presentation using PowerPoint consists of an explanation of what is mean by Obligation, Prohibition, and Suggestion, patterns in making sentences, and some examples of Actions in accordance with the material.

The screenshot shows a PowerPoint slide with the title "Obligation and Prohibition". Below the title, there are two main sections:

- Obligation (must)**: The use of must is the same for all people in. The usage is when we think it is important up to mandatory to do a certain action or when we try to give people orders.
- Prohibition (must not)**: *Must not* is used to express prohibition. The prohibition here can be Objective (against law) or can be subjective (based on Speaker's opinion). *Must not* can also be simplified into *mustn't*.

A OneDrive notification is visible in the bottom right corner: "Screenshot saved. The screenshot was added to your OneDrive."

The screenshot shows a PowerPoint slide titled "Pattern" which contains two tables. The first table is for "Obligation" and the second is for "Prohibition".

Subject	must	Main Verb	object
I	must	clean	my room
You	must	close	the door
She	must	tidy up	her room

Subject	Must Not	Main Verb	complement
Winners	must not	smoke	
You	must not	disturb	others
She	mustn't	use	her phone

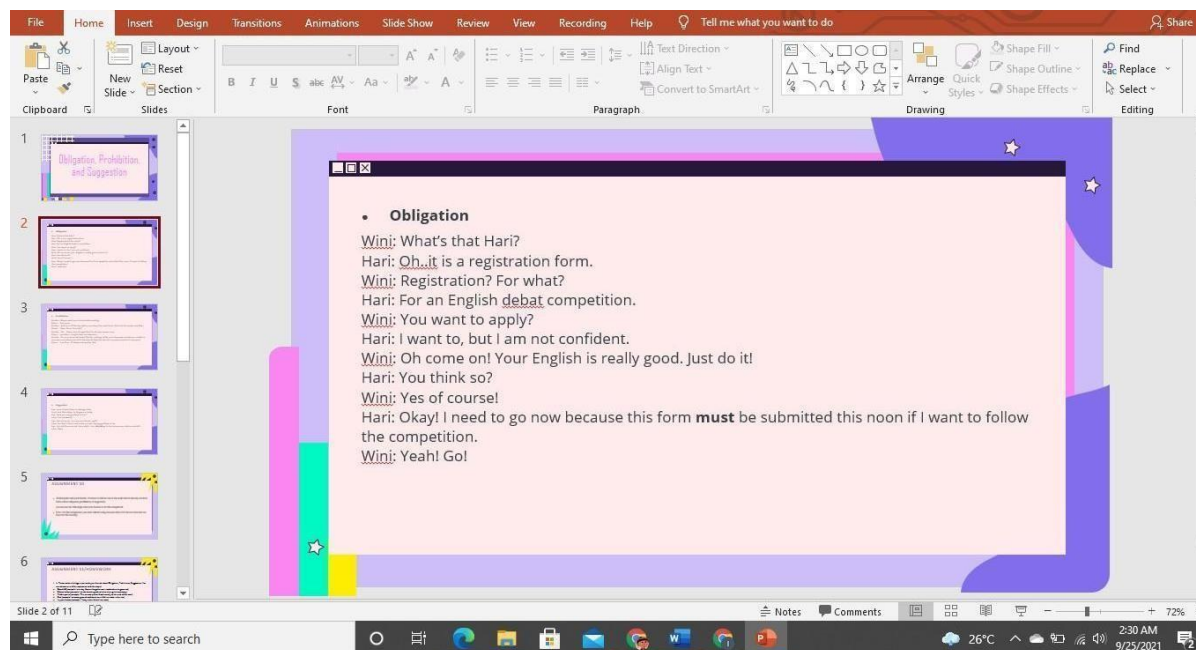
A OneDrive notification is visible in the bottom right corner: "Screenshot saved. The screenshot was added to your OneDrive."

Students answered questions "Is there anything you want to ask?" or "Do you understand?" to ensure whether all students listen to my explanation or not or maybe there are students who still cannot understand the material I explain.

I implemented role-play as a speaking learning strategy in the second meeting of the class. In this activity, students were asked to work on assignments in groups. Before assigning group tasks, I provided examples of conversational dialogues related to Obligation, Prohibition, and Suggestion. In an effort to effectively use the role-play, I followed three stages: before, during, and after the role-play.

A. Before the Role-Play

In the preparation stage, some students were asked to read examples of conversational dialogues in a PPT. I called on two students for each dialogue to help them practice role-playing. I was surprised by the students' strong reading abilities and was impressed by their good English speaking skills. The students also showed enthusiasm in performing the dialogue.



Obligation, Prohibition, and Suggestion (meeting 2).pptx [Last saved by user] - PowerPoint indah astri

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Clipboard Slides Font Paragraph Drawing Editing

1 Obligation, Prohibition, and Suggestion
2
3
4
5
6

• Prohibition

Mother : Diana, wash your hands before eating.
Diana : Yes, mom.
Mother : And turn off the tap before you leave the wash basin. Don't let the water overflow.
Diana : Okay, Mom. but why?
Mother : Oh... Diana, don't forget that it is the dry season now.
Diana : yes Mom, I watch them on television.
Mother : So, you cannot let water flow for nothing, while a lot of people outside are unable to use even a small amount of it. We should help the planet to preserve water for everyone.
Diana : Yes Mom, I'll always remember that.

Slide 3 of 11

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Obligation, Prohibition, and Suggestion (meeting 2).pptx [Last saved by user] - PowerPoint indah astri

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Clipboard Slides Font Paragraph Drawing Editing

1 Obligation, Prohibition, and Suggestion
2
3
4
5
6

• Suggestion

Ayu: Irma, I heard Weni is leaving today.
Irma: Yes. She will go to Singapore today.
Ayu: Have you say goodbye to her?
Irma: It is necessary?
Ayu: Yes of course. You two are friends, right?
Irma: Yes. But I think it will make me sad, saying goodbye to her.
Ayu: You will be more sad if you didn't. You **should** go to her house now, before she left!
Irma: Okay.

Slide 4 of 11

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Next activity was a light listening activity where students listened to an audio and then answered some questions about the audio. The questions include:

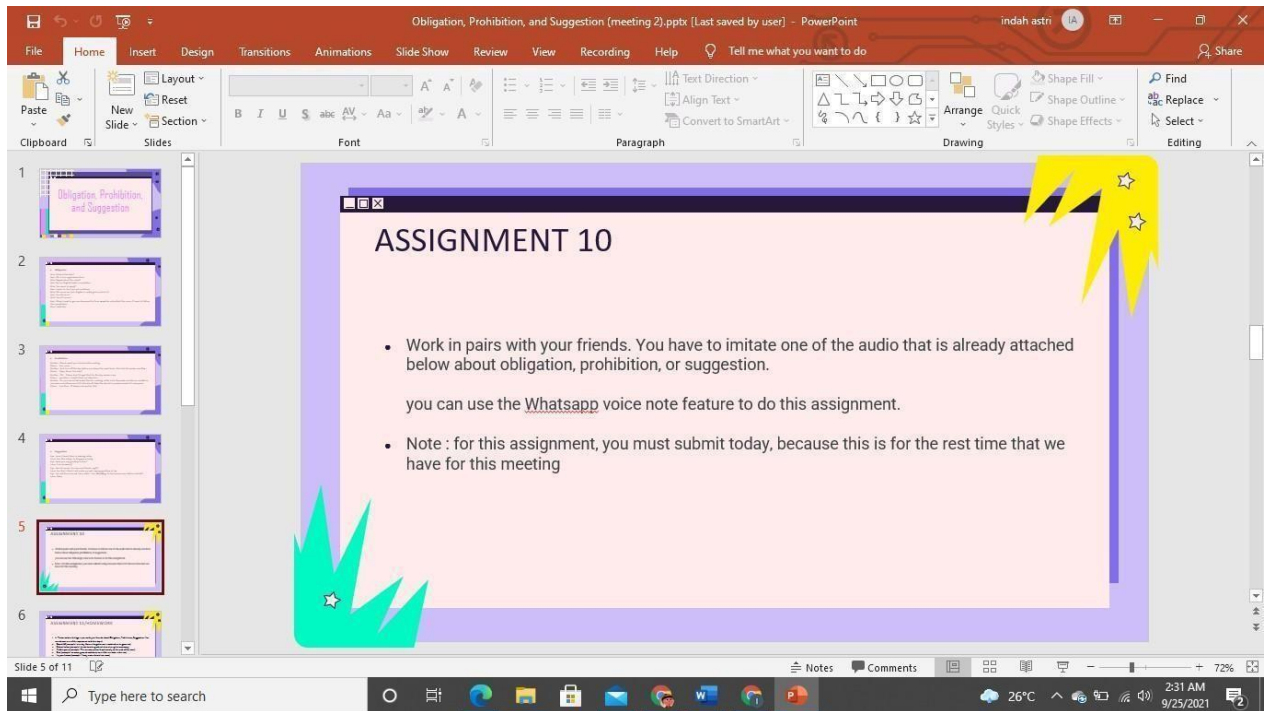
1. What actions in the form of obligation/prohibition/suggestion found in the audio you just heard?

2. Where? The conversation took place and when would it take place?

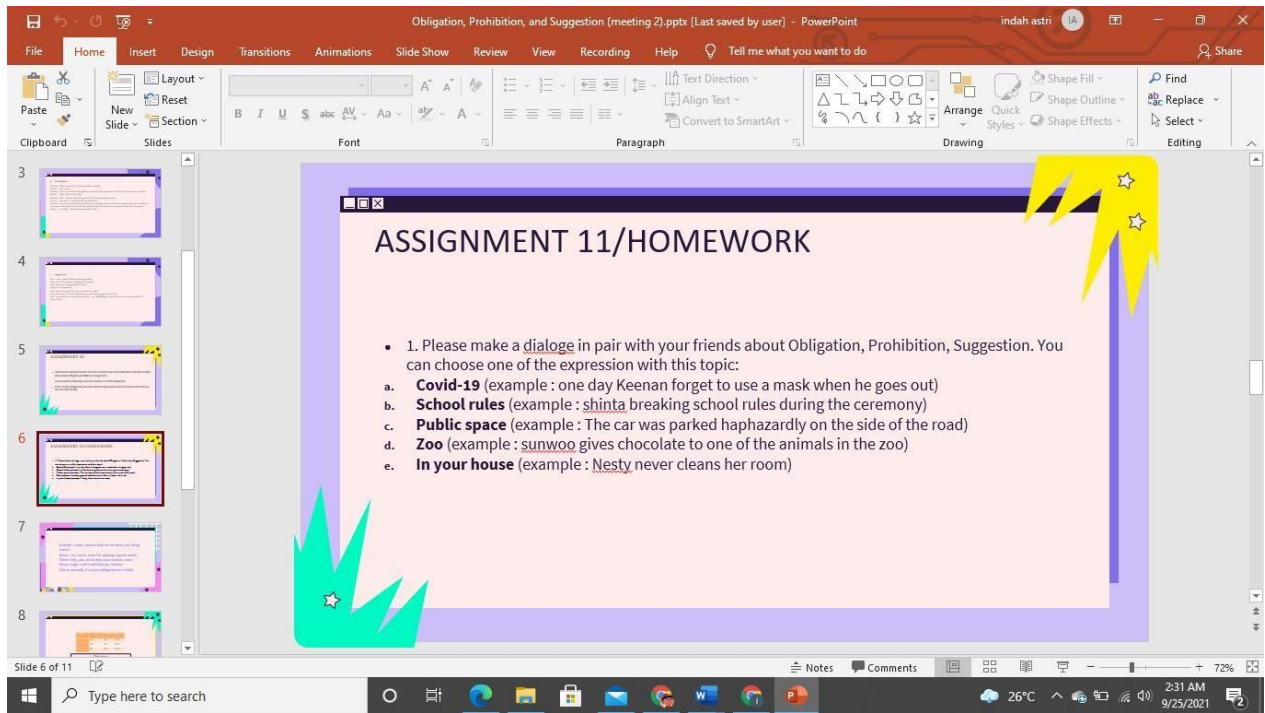
Then to help students be able to give examples of Actions or behaviour that are in accordance with Obligation, Prohibition, and Suggestion I ask each student to write down and mention attitudes or actions in daily activities through an application available on Google, namely Mentimeter. After all students have written examples of actions on the Mentimeter, some of my students asked to read the answers that had been written by all students until all answers were mentioned, then notify or provide feedback on each student's answer whether it is correct or there is still something that needs to be corrected regarding vocabulary.

B. During Role-Play

The second stage is during role-play. After the students understood how to role-play through the example of dialog, students imitated a conversational dialogue by choosing one of the audio while listening to the audio that I gave through Google Classroom. In this activity, students work in groups. After listening to a chosen audio dialogue, they imitate it, record their voices having the conversation, and then upload the recording to Google Classroom.



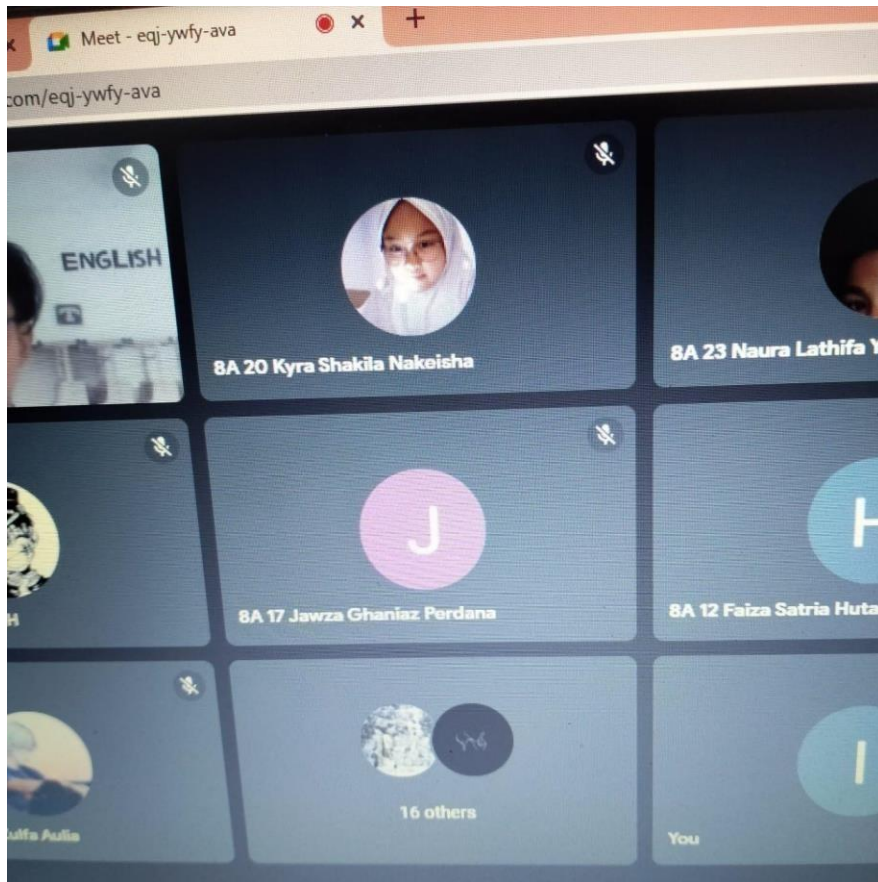
After that, I asked students and students to set up a conversation dialog that will used in the role-play according to the theme they choose. Students can choose just one of these themes. To do this assignment, I asked students to pair up. The author gave the role-play assignment as a homework assignment, the author asked them to do the assignment using WhatsApp Voice Note, which will record their voices and write down the dialogue they created to do the role-play into the Google Doc that I have prepared. Even though the author gave this assignment as homework, the assignment must be submit on the same day, so students have to do the assignment as soon as class is finished. I also asked them to write down their dialogue on Google Docs, so I could find out what they were reading.



I listened to all the role-play assignments that had been submitted by all students, and it was surprising that almost all of the students did the assignments very well, their English pronunciation was very good when they read the dialogue they created with their friends, even though the writer could only hear their voices, the author can also imagine their facial expressions when reading the dialogue. Their intonation when reading the dialogue also matches the topic they choose for the role-play, and the emphasis on certain words is convey well so that listeners can understand the flow of the story they are showing.

C. After Role-Play

The last stage is after role-play. In this stage, I want to give feedback or reflection to the students because I want to know whether the students really understand the materials given and understand the tasks they are doing. After ensuring that the students understand all of this, the author also checks the students' feedback regarding the role-play.



I asked some questions to the students to make sure that they understood the material.

1. Did you become even more confident in having a public conversation after your role-play in learning to speak in this class?
2. Did you find it difficult to do the task I gave you during your role-play activity?
3. Do you understand the use of role-play in real-life situations?
4. Has your pronunciation improved?
5. Did you enjoy the activity that I gave before?

From the question, the answer from the students is they find difficulty while doing role-play. For example, they have some problem with their connection when doing the task that I gave and they have anxiety before role-play or in learning in online meetings. After doing role-play they

are more confident in doing conversation or speaking in front of the other while doing role-play activity because they think the activity is fun activity that makes them excited. Because I used the example that is familiar in their neighbourhood, all students were able to think critically and creatively in making conversation dialogues according to what was common around them in real-life context. Through role-play as well, they become more fluent in English so that they can perform very well in this activity. For the last question, they compactly answered that this class is fun because there are activities done while studying.

Role-play encourages students to use language in diverse ways, incorporating humour, drama, or even fantasy, which helps them experiment with different expressions and communication styles. As students improvise during role-playing, they develop the ability to think quickly and adapt their language skills to suit different contexts. This fosters a creative approach to problem solving in communication.

Role-play often involves pairs or groups, requiring students to collaborate with peers successfully complete the task. This helps students learn how to negotiate, listen actively, and communicate effectively in a team setting. As students take on roles with their peers, they feel more at ease using English because they are not only practicing speaking but also working together toward a shared goal. This collaborative environment reduces anxiety, boosts self-confidence, and encourages open communication.

Role-play is effective strategies for helping students improve their communication skills in various real-world situations. It allows students to practice using appropriate language for different contexts, enhancing their ability to express themselves clearly and understand others. Role-play strengthens both speaking and listening skills, as students must pay attention to their partner's words and respond effectively. Additionally, it helps build confidence, cultural awareness, and the

ability to use nonverbal cues such as gestures and body language. Overall, role-play fosters an immersive and interactive learning environment, enabling students to develop practical language skills and prepare for real-life communication in English.

From a student’s perspective, role-playing in an English class is not just a fun activity—it is an effective way to boost creativity, cultural understanding, and collaboration. It transforms language learning into a dynamic and practical experience where we not only improve our speaking skills but also develop deeper insights into how we communicate with others in different cultural contexts.

➤ Chart: Role-Play Activity Stages

Stage	Activities	Tools Used	Observation/Outcomes
Before Role-Play	<ul style="list-style-type: none"> Reading Conversational Dialogues 	PPT	<ul style="list-style-type: none"> Strong reading abilities
	<ul style="list-style-type: none"> Practicing Role-Playing 		<ul style="list-style-type: none"> Good English speaking skills
			<ul style="list-style-type: none"> Enthusiasm in performing dialogue
	<ul style="list-style-type: none"> Listening Activity 	Audio File	<ul style="list-style-type: none"> Answered questions on obligation, prohibition, suggestion
			<ul style="list-style-type: none"> Identified conversation context

	<ul style="list-style-type: none"> • Writing Examples of Daily Actions 	Mentimeter App	<ul style="list-style-type: none"> • Students wrote examples and shared answers
			<ul style="list-style-type: none"> • Teacher provided vocabulary feedback
During Role-Play	<ul style="list-style-type: none"> • Imitating Conversational Dialogue 	Google Classroom Audio	<ul style="list-style-type: none"> • Group activity: Imitated, recorded, and uploaded conversations
	<ul style="list-style-type: none"> • Creating Original Dialogue 	Google Docs, WhatsApp	<ul style="list-style-type: none"> • Paired students created and recorded dialogues
			<ul style="list-style-type: none"> • Homework submitted on the same day
			<ul style="list-style-type: none"> • High-quality pronunciation and expressive intonation
			<ul style="list-style-type: none"> • Clear storytelling and word emphasis
After Role-Play	<ul style="list-style-type: none"> • Reflection and Feedback 	Classroom Discussion	<ul style="list-style-type: none"> • Ensured understanding of materials and tasks
	<ul style="list-style-type: none"> • Student Feedback 		<ul style="list-style-type: none"> • Reported improved confidence in conversations
			<ul style="list-style-type: none"> • Highlighted challenges like connection issues and anxiety
			<ul style="list-style-type: none"> • Expressed enjoyment of the activity
			<ul style="list-style-type: none"> • Noted improvement in English fluency

CHAPTER IV

CONCLUSION

In conclusion, while using role-play as a strategy in teaching English in the class, students there become more confident in having public conversations, especially when in the class I use examples in real-world contexts that are familiar in their environment. It offers students the opportunity to practice language in realistic, interactive contexts, bridging the gap between classroom learning and real-world communication. By simulating various scenarios, role-play enhances not only speaking and listening skills but also creativity. It reduces language anxiety, fosters engagement, and encourages collaboration, creating a supportive learning environment where students feel more confident taking risks with language. It creates an engaging, interactive environment where learners can practice language skills in realistic contexts. By encouraging active participation, role-play fosters fluency, builds confidence, and enhances students' ability to communicate effectively. It also provides opportunities for learners to improve their listening, speaking, and critical thinking skills, while reducing anxiety associated with speaking in a foreign language.

The reflection that I got from using role-play in teaching English in online learning is that in one class not all students have good self-confidence in doing activities, let alone those activities require students to be more interactive during role play activities. While using role-play as a learning strategy, I realized that using role-play is one of the ways to help students become even more confident in having public conversations and can help students to be bias towards criticism and creativity when making dialogue in role-play.

So it can be summarized that role-play can help students to be more interactive in performing schoolwork on speaking classes in English, and that the use of role-play can help students to be even more interactive in performing schoolwork on speaking classes in English. Role-play can also prevent students from over-anxiety when having conversations in public or in front of their peers with fun lessons in class. Through role-play itself, students can also be better able to think critically and hone their creativity in making dialogues before doing role-play in public. By providing real-life examples of context, students are able to use familiar situations that match what is happening around them. They are more fluent in speaking English because they practice continuously in doing role-play, not only that because role-play activities themselves have to be do as a group of students so they have good collaboration skills with their friends

From my experience in conducting or carrying out PPL activities at SMPN 4 Pakem, I found many things, both good and bad. The good thing is that I was able to learn many things about teaching as a good teacher and also I got a lot of useful advice from the teachers who accompanied me while I was there, and the difficulty I encountered was that I still felt happy before teaching or while teaching and I also still often use Indonesian when explaining may also not be able to complete classes according to the existing schedule. When practicing teaching. For assignments, I used a Google Form, which consisted of several questions and voice chat via WhatsApp. During practice, I also received suggestions given by the teacher who helped me during the PPL period. I received these suggestions well and hoped that they could be use as well as possible, because we who previously could not do anything could become able to do it well. That is why advice is very important, so if any suggestions given to me, I try my best to use them to make myself better. In teaching practice, we also need to look for innovations or teaching techniques that do not make students bored easily, because I observed students would feel lazy to

learn if the teacher's way of teaching is boring and unclear. Therefore, I used Role-Play as a strategy to make students not feel bored. When learning takes place, I also do not focus too much on the material in the book by providing appropriate real-life examples that they often encounter in their environment. As a result, learning activities that enable students to develop innovation on their own must be followed while generating an inventive product. These are the main procedures, which include a variety of processes and techniques.

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Appendices

RENCANA PELAKSANAAN PEMBELAJARAN DARING/LURING

Sekolah	: SMP Negeri 4 Pakem
Mata Pelajaran	: Bahasa Inggris
Kelas/semester	: VIII/1
Materi Pokok	: Giving Obligation, Prohibition, and Suggestion
Alokasi Waktu	: 50x1
Kompetensi Dasar	: 3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbauan, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan must, should) 4.1 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbauan, dengan memperhatikan fungsi social, structure teks, dan unsur kebahasaan yang benar dan sesuai konteks
Tujuan Pembelajaran	: Peserta didik dapat membedakan, menangkap makna, dan menganalisa teks lisan yang melibatkan Tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbauan, sesuai dengan konteks penggunaannya
Model Pembelajaran	: Genre Based Approach / Scientific Approach

Langkah-langkah Pembelajaran:

No	Aktivitas
1	Pendahuluan (10 menit) <ol style="list-style-type: none">1. Guru membuka pelajaran dan salam serta meminta siswa untuk berdoa menurut kepercayaan masing – masing, kemudian peserta didik mengisi form absensi mandiri dan guru melakukan absensi secara langsung.2. Guru membuka dengan menanyakan kembali terkait materi yang telah dipelajari sebelumnya.3. Guru memberikan penjelasan lebih lanjut mengenai materi yang telah dipelajari sebelumnya.4. Guru menjelaskan tentang tujuan pembelajaran dan kompetensi yang hendak dicapai pada pertemuan hari ini.
2	Inti (35 menit) <ol style="list-style-type: none">a. Mengamati

	<ul style="list-style-type: none"> - Guru memberikan penjelasan materi mengenai ekspresi “<i>Obligation, Prohibition, dan Suggestion</i>” dalam bentuk PPT. - Peserta didik diminta untuk mengamati video atau audio percakapan mengenai memberikan “<i>Obligation, Prohibition, dan Suggestion</i>”. - Guru menanyakan bagian - bagian yang termasuk dalam “<i>Obligation, Prohibition, dan Suggestion</i>” berdasarkan video atau audio percakapan yang telah dimainkan sebelumnya. <p>b. Menanya</p> <ul style="list-style-type: none"> - Peserta didik dipersilahkan untuk bertanya terkait dengan materi dan video atau audio yang telah diperdengarkan sebelumnya, tentang penggunaan Modal Auxiliary Should atau Must, yang berkaitan dengan ekspresi “<i>Obligation, Prohibition, dan Suggestion</i>”. <p>c. Mengumpulkan data</p> <ul style="list-style-type: none"> - Peserta didik diberikan tugas untuk mengamati dan mencatat poin penting dari video atau audio yang berhubungan dengan ekspresi “<i>Obligation, Prohibition, dan Suggestion</i>”. - Guru memberikan beberapa pertanyaan terkait dengan audio atau video yang telah diberikan sebelumnya. <p>d. Mengasosiasi</p> <ul style="list-style-type: none"> - Peserta didik secara mandiri diminta untuk mengerjakan tugas listening sederhana yang mengandung ekspresi “<i>Obligation, Prohibition, dan Suggestion</i>” dan diberikan melalui google form. <p>e. Mengkomunikasikan</p> <ul style="list-style-type: none"> - Peserta didik menuliskan dalam mentimeter beberapa kalimat menggunakan <i>Modal Auxiliary</i> must dan should yang menggambarkan ekspresi “<i>Obligation, Prohibition, dan Suggestion</i>”. - Peserta didik diminta untuk membacakan beberapa kalimat yang telah dibuat di depan teman sekelasnya.
3	<p>Penutup (5 menit)</p> <ol style="list-style-type: none"> 1. Guru memberikan Pertanyaan singkat terkait pembelajaran pada hari ini 2. Peserta didik diberikan review hasil pembelajaran hari ini oleh guru. 3. Peserta didik diberikan rencana pembelajaran pada pertemuan berikutnya. 4. Guru menutup proses pembelajaran dengan doa.

RENCANA PELAKSANAAN PEMBELAJARAN DARING/LURING

Sekolah	: SMP Negeri 4 Pakem
Mata Pelajaran	: Bahasa Inggris
Kelas/semester	: VIII/1
Materi Pokok	: Giving Obligation, Prohibition, and Suggestion
Alokasi Waktu	: 50x1
Kompetensi Dasar	: 3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbauan, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan <i>must, should</i>) 4.1 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbauan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks
Tujuan Pembelajaran	: 1. Siswa dapat menggunakan <i>must, musn't, and should</i> untuk mengungkapkan keharusan, larangan, dan menanyakan himbauan melakukan sesuatu. 2.Siswa dapat menyusun dialog sederhana terkait keharusan, larangan, dan himbauan melakukan sesuatu dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
Model Pembelajaran	: Genre Based Approach / Scientific Approach
Langkah-langkah Pembelajaran:	

No	Aktivitas
1	<p>Pendahuluan (10 menit)</p> <ol style="list-style-type: none"> 1. Guru membuka pelajaran dan salam serta meminta siswa untuk berdoa menurut kepercayaan masing – masing, kemudian peserta didik mengisi form absensi mandiri dan guru melakukan absensi secara langsung. 2. Guru membuka dengan menanyakan kembali terkait materi yang telah dipelajari sebelumnya. 3. Guru memberikan penjelasan lebih lanjut mengenai materi yang telah dipelajari sebelumnya. 4. Guru menjelaskan tentang tujuan pembelajaran dan kompetensi yang hendak dicapai pada pertemuan hari ini.
2	<p>Inti (35 menit)</p> <ol style="list-style-type: none"> a. Mengamati <ul style="list-style-type: none"> - Siswa mengamati video yang berkaitan dengan penggunaan must untuk mengungkapkan dan meminta informasi terkait keharusan melakukan sesuatu. - Siswa mengamati video yang berkaitan dengan penggunaan musn't untuk mengungkapkan dan meminta informasi terkait larangan melakukan sesuatu. - Siswa mengamati video yang berkaitan dengan penggunaan should untuk menanyakan himbauan melakukan sesuatu. b. Menanya <ul style="list-style-type: none"> - Peserta didik dipersilahkan untuk bertanya terkait dengan materi dan video yang telah diperdengarkan sebelumnya, tentang penggunaan Must, Mustn't, dan Should dari mengungkapkan keharusan, larangan, dan himbauan untuk melakukan sesuatu. c. Mengumpulkan data <ul style="list-style-type: none"> - Peserta didik menemukan ungkapan yang berkaitan dengan penggunaan Must, Mustn't, dan Should dari mengungkapkan keharusan, larangan, dan himbauan untuk melakukan sesuatu. - Peserta didik mengetahui fungsi social, unsur kebahasaan, dan struktur teks dari dialog yang berkaitan dengan penggunaan Must, Musn't, dan Should untuk mengungkap keharusan, larangan, dan himbauan melakukan sesuatu. - Peserta didik diminta untuk berlatih membuat dialog percakapan terkait dengan Obligation, Prohibition, Suggestion secara berpasangan. d. Mengasosiasi <ul style="list-style-type: none"> - Peserta didik memberikan contoh ungkapan-ungkapan tentang penggunaan Must, Musn't, dan Should untuk mengungkapkan keharusan, larangan, dan himbauan melakukan sesuatu d. e. Mengkomunikasikan

	<ul style="list-style-type: none">- Peserta didik diminta untuk membacakan dialog percakapan terkait obligation, prohibition, suggestion.
3	<p>Penutup (5 menit)</p> <ol style="list-style-type: none">1. Guru memberikan Pertanyaan singkat terkait pembelajaran pada hari ini2. Peserta didik diberikan review hasil pembelajaran hari ini oleh guru.3. Peserta didik diberikan rencana pembelajaran pada pertemuan berikutnya.4. Guru menutup proses pembelajaran dengan doa.

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Notes Comments

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• **Prohibition**

Mother : Diana, wash your hands before eating.
Diana : Yes, mom.
Mother : And turn off the tap before you leave the wash basin. Don't let the water overflow.
Diana : Okay, Mom, but why?
Mother : Oh... Diana, don't forget that it is the dry season now.
Diana : yes Mom, I watch them on television.
Mother : So, you cannot let water flow for nothing, while a lot of people outside are unable to use even a small amount of it. We should help the planet to preserve water for everyone.
Diana : Yes Mom, I'll always remember that.

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• **Suggestion**

Ayu: Irma, I heard Weni is leaving today.
Irma: Yes. She will go to Singapore today.
Ayu: Have you say goodbye to her?
Irma: It is necessary?
Ayu: Yes of course. You two are friends, right?
Irma: Yes. But I think it will make me sad, saying goodbye to her.
Ayu: You will be more sad if you didn't. You **should** go to her house now, before she left!
Irma: Okay.

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ASSIGNMENT 10

- Work in pairs with your friends. You have to imitate one of the audio that is already attached below about obligation, prohibition, or suggestion.
you can use the [Whatsapp](#) voice note feature to do this assignment.
- Note : for this assignment, you must submit today, because this is for the rest time that we have for this meeting

Slide 5 of 11



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ASSIGNMENT 11/HOMEWORK

- 1. Please make a dialoge in pair with your friends about Obligation, Prohibition, Suggestion. You can choose one of the expression with this topic:
 - a. **Covid-19** (example : one day Keenan forget to use a mask when he goes out)
 - b. **School rules** (example : shinta breaking school rules during the ceremony)
 - c. **Public space** (example : The car was parked haphazardly on the side of the road)
 - d. **Zoo** (example : sunwoo gives chocolate to one of the animals in the zoo)
 - e. **In your house** (example : Nesty never cleans her room)

Slide 6 of 11



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Mother : nen, please help me to clean our living room!
Neno : no I can't, now I'm playing a game mom!
 Zahra: Hey, you must help your parent, nen.
Neno: ough, well I will help my mother.
 Zahra: actually, it is your obligation as a child.

Slide 7 of 11

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Subject	must	Main Verb	object
I	must	clean	my room
You	must	close	the door
She	must	tidy up	her room

Obligation

Slide 8 of 11

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Subject	Must Not	Main Verb	compliment
Visitors	must not	smoke	
You	must not	disturb	others
She	mustn't	use	her phone

Prohibition

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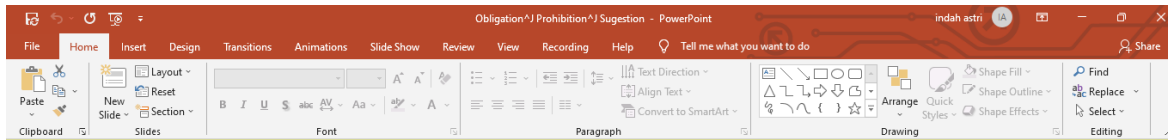
Slide 10 of 11

Subject	Auxiliary (Should/Should Not)	Main Verb	
You	Should	go to	a doctor
He	Should	drink	a glass of water
You	should not	visit	her now

Suggestion

Meeting ke-1

The image shows a screenshot of the Microsoft PowerPoint application interface. The title bar at the top indicates the file name is "Obligation\ Prohibition\ Suggestion - PowerPoint" and the user is logged in as "indah astri". The ribbon menu is set to the "Home" tab, with sub-tabs for "Clipboard", "Slides", "Font", "Paragraph", "Drawing", and "Editing". The main slide area displays a yellow background with the title "Obligation, Prohibition, Suggestion" in a large, bold, orange font. Below the title is a dashed rectangular box containing the text "Click to add subtitle". On the left side, a slide thumbnail pane shows six slides, with the first slide being the current one. At the bottom of the screen, the Windows taskbar is visible, showing the search bar, taskbar icons, and system tray information including the date "9/25/2021" and time "2:32 AM". A notification banner at the top of the slide area reads "GET GENUINE OFFICE Your license isn't genuine, and you may be a victim of software counterfeiting. Avoid interruption and keep your files safe with genuine Office today." with buttons for "Get genuine Office" and "Learn more".



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Slide 2 of 6

Obligation and Prohibition

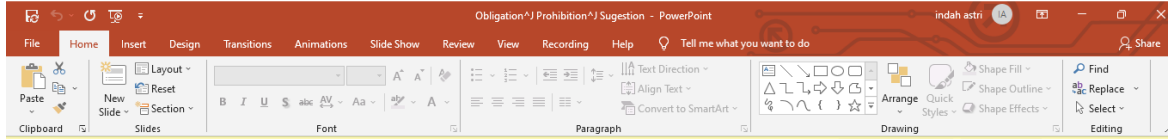
Obligation (must)

The use of must is the same for all people in. The usage is when we think it is important up to mandatory to do a certain action or when we try to give people orders.

Prohibition (must not)

Must not is used to express prohibition. The prohibition here can be Objective (against law) or can be subjective (based on Speaker's opinion). Must not can also be simplified into mustn't

OneDrive
Screenshot saved
The screenshot was added to your OneDrive.



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Slide 3 of 6

Pattern

Obligation				Prohibition			
Subject	must	Main Verb	object	Subject	Must Not	Main Verb	complement
I	must	clean	my room	You/ona	must not	smoke	
You	must	close	the door	You	must not	disturb	others
She	must	tidy up	her room	She	mustn't	use	her phone

OneDrive
Screenshot saved
The screenshot was added to your OneDrive.



Obligation/ Prohibition/ Sugestion - PowerPoint indah astri

File Home Insert Design Transitions Animations Slide Show Review View Recording Help Tell me what you want to do

Clipboard Paste New Slide Section Slides Layout Reset Font Paragraph Drawing

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1 Collocation, Explanation, Description

Suggestion

A suggestion is an expression that consists of the idea that proposed by others. This expression can be accepted or rejected. To express a Suggestion, you can use Should or Should not. *Should not* also be simplified into *Shouldn't*

Subject	Auxiliary (Should/Should Not)	Main Verb	
You	Should	go to	a doctor
He	Should	drink	a glass of water
You	should not	visit	her now

Slide 4 of 6

Notes Comments

26°C 2:32 AM 9/25/2021

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Obligation/ Prohibition/ Sugestion - PowerPoint indah astri

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1 Collocation, Explanation, Description

Suggestion

However, other than those example, there are other ways to express suggestion:

- I think you should ...
- I don't think you should ...
- Why don't we ...
- Let's do ...
- Let's ...

Accepting

- That's a good/nice, idea/suggestion
- Thanks! / Thank you!
- I will do/ try that
- I think you're right!

Rejecting

- I already done that, but....
- I don't think that suggestion is going to work, because...
- That's a good idea, however/but...

Slide 5 of 6

Notes Comments

26°C 2:32 AM 9/25/2021

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For questions 1 to 6 listen again to the text, and then Choose the Correct 6 points

Answer. Link:

<https://drive.google.com/file/d/1zrMwfQPTp4NsKwSRJTCYQfwspY62EqP6/view?usp=sharing> *

1. Where did the dialogue probably take place?
 - A. John Company.
 - B. Jennifer Company.
 - C. The Telephone Company.
 - D. French Translation Company.
2. When did the dialogue probably take place?
 - A. In the evening.
 - B. In the morning.
 - C. In the afternoon.
 - D. In the breaktime.
3. What will John Probably do after the dialogue?
 - A. Translate French.
 - B. Write a letter.
 - C. Stop smoking.
 - D. Do his jobs.
4. Which of the followings is not the activity that John needs to do?
 - A. Smoking
 - B. Typing letter
 - C. Translating French
 - D. Answering telephone
5. Where is smoking prohibited?
 - A. Outside the building.
 - B. Inside the building.
 - C. in the park.
 - D. in the café.
6. Jennifer's says, "No, you mustn't smoke in the building" it means that Jennifer wanted to ...
 - A. state a prohibition
 - B. state an obligation