

ROLEPLAYING IN EFL CLASSROOM: EFL LEARNER' ORAL PROFICIENCY ACHIEVEMENT AND PERCEPTION

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ABSTRACT

This research was aimed at inquiring the application of roleplay toward the EFL learners' oral proficiency achievement. An experimental design, primarily on the pre-experimental design, was used in this research. Thirty-eight university students were taken conveniently as the research sample. A test and a close-ended questionnaire were administered to rate the oral proficiency achievement and perception of the EFL learners. The findings revealed that (1) the oral proficiency achievement level (OPAL) of the EFL learners in the experimental group was in the good and very good achievement level, (2) there was a significant improvement on the EFL learners' OPA after the intervention given, and (3) then positive perception made by the EFL learners about the application of roleplay on their achievement of oral proficiency. In concluding, using roleplay made a significant improvement on the EFL learners' oral proficiency achievement. This research also provides pedagogical implication for lecturers, students, stakeholders, and near future researchers to apply this as the alternative instructional activity to develop the oral proficiency of the English language learners.

Keywords: Roleplaying, EFL classroom, oral proficiency achievement, perception

INTRODUCTION

English Speaking is one kind of integrated language skills to be owned by the EFL learners in the English speaking classroom in order to be actively participate in EFL classroom activities. Gert and Hans (2008) define speaking as speech with the purpose of having mutual understanding between speaker and listener in an effort of recognizing their intentions. In line with that, in various circumstances, Chaney (1998) indicates that speaking is the action of processing meaning through both verbal and nonverbal signals. Speaking, according to Brown (1994) and Burns and Joyce (1997), is the process of creating, receiving, and processing information in order to

create interactive meaning. However, expressing the opinion, thoughts, and ideas seems to be the problems for the EFL learners in the EFL classroom especially in the university in Indonesia. This might be caused by their avoidance to respond wrongly or their misconception of receiving the information. In addition, Tuan & Mai (2015) claim that low participation, the use of mother tongue, topical knowledge lacks, and inhibition are the typical problems faced by the EFL learner. Having the same thought, Bashir, Azeem & Digar (2011) reveal that speaking a language often gets the learners to the anxiety and this will lead to the failure.

According to Richards (2008), a language learner's insufficient vocabulary, bad grammar, and pronunciation are considered as barriers to speaking English. Furthermore, some obstacles faced by EFL learners when attempting to verbalize English, such as using their native language more often than English in class and a lack of mastery of English vocabulary (Al-Jamal and Jamal, 2013 & Al Hosni, 2014), have increased their anxiety and fear of making mistakes when speaking (Dil, 2009 & Al Hosni, 2014). Having said that, it might be due to the employment of non-structural listening tactics, English practices, and time constraints, as well as a lack of learning materials in the EFL classroom (Basim, 2007; Ahmed, 2012 & Al Jamal and Al-Jamal, 2013).

In Indonesia, learning English was started from the elementary school until the higher educational level in which this requires the EFL learners to be able to respond actively, if not passively, both in oral and written form of communication particularly when they are in academic and communicative settings. Ironically, the EFL learners' reluctance to speak and respond when asked, having no ideas or thoughts to speak up, having vocabulary deficits, and fear of making mistakes when interacting appear to be the most problematic factors encountered by the EFL learners in the classroom, according to an informal interview with English language lecturers at the university. In order to achieve the goal of English language teaching and learning, language teachers should concentrate on these crucial issues. According to Richards and Renandya (2005), English classroom activities are an important part of an English language course since the purpose of language instruction is to give EFL learners with communication abilities.

Roleplay is one of the English classroom activities that can stimulate the

EFL learners to speak and provide them with many opportunities to interact in the EFL classroom. In line with that, there are many viewpoints and research pertaining to the implementation of roleplay towards the EFL learners' oral proficiency, particularly in the academic context. Larsen-Freeman & Long (1991) claim that role plays both structured and less structured are very crucial in the context of a communicative approach in which it allows the learners to practice their communication skill in different both social context and roles. Apart from that, roleplay makes the EFL learners represent and get experiences to play the character in everyday life, (Scarcella and Oxford, 1992). It also develops interpersonal skills (Teahan, 1975), communication skills (Huyack, 1975), improves oral communication (Ettkin & Snyder, 1972), and to way up their classroom interaction and improve motivation (Ladousse, 1995). In addition, Jena (2014) utters that roleplay means playing another person roles in which the learners were required to play roles like vendor-customer, teacher-student, doctor-patient, and the like. Also, Qing (2011) claims that roleplaying could give the intercultural knowledge development of the EFL learners and build their communicative skills.

Additionally, there is numerous research related to roleplay application in the English speaking classroom. Some researchers claim through their research that roleplay can make the EFL learners well-engaged in the classroom, and it will lead to effective learning (Holt & Kysilka, 2006). This also help the EFL learners to actively participate in the English learning process (Tompkins, 2001). Besides, Yuliana, Kristiawan, & Suhartie (2014) found out that the students with roleplay intervention had a better result that those who were not as this allows them to explore

their ability to be more active in the EFL classroom. Also, Krebt (2017) claimed that it gave improvement on the speaking performance as the learners were successful to get involved and practice in the group and peer activity. Hence, role play is one of the English speaking activities which allows the EFL learners to develop both their intercultural knowledge and overall communicative skills. It also provides the EFL learners with good engagement to the effective learning to practice their speaking skill with their peers.

Based on the rationale stated above, this study was conducted to determine whether or not using roleplay made a significant impact on the oral proficiency level of EFL learners and their achievement, as well as whether or not they responded positively and negatively toward the application of roleplay in the classroom. These three main concerns were the research focus which made primarily different from the previous researchers.

Based on the above-mentioned rationale, the research questions were generated as follows:

1. What were the oral proficiency achievement level made by the EFL learners before and after the intervention given?
2. Did using roleplay make a significant improvement on their oral proficiency achievement?
3. What were the EFL learners' perception on the application of roleplay toward their oral proficiency achievement?

In line with formulated research questions above, the research wanted to:

1. Figure out the oral proficiency achievement level made by the EFL

learners before and after the intervention given.

2. Figure out whether or not using roleplay gave significant improvement on their oral proficiency achievement.
3. Figure out the perception made by the EFL learners on the application of roleplay toward their oral proficiency achievement.

In relation to the rationale described and the research questions made, the research limitation was primarily focused on:

1. The roleplay implementation in the EFL classroom toward the EFL learners' oral proficiency achievement and their perception.
2. Progressive impact on the oral proficiency after the intervention applied in EFL classroom.
3. The research location was in the University of Indo Global Mandiri, Southern Region of Sumatera which involved the university students of the English education study program.

Speaking and Roleplay

Speaking is one of the productive skills that needs to be possessed by the EFL learners in order that they can maintain the interaction in communicative settings. Iman (2017) defined that speaking as the vital skill to have which has given many impacts in daily life conversation. Apart from that, Rayhan (2014) claimed that speaking is pondered significant to one' process of living and experiences. It is also one of the most natural ways to interact. Speaking is also a prominent means for our daily life communication and a main instrument of communication among others in a particular community (Coomble & Hubley, 2011; Lado, 1961; Mauranen, 2006). Moreover, in

oral communication people can get involved to build the meaning based on their message, communication goals, and intentions that the speaker wants to utter (Green, 2013). Nonetheless, measuring the EFL learners' speaking skill is a complicated process which needs particular consideration for language educators (Burns, 2012). The language teachers require to identify an eligible strategy of an instrument which provides them with a proper assessment either unrecorded or recorded performances (Ginther, 2012). In addition, the process of measuring the EFL learners' speaking has to have a close relevance to the language educators' instruction to assist them, make up their mind to consider the EFL learners' linguistics' competence and course objectives in order to provide proper English speaking activities (Fulcher, 2018; Ginther, 2012; Shaaban, 2005). Thus, speaking is a vital skill that is very useful in our daily life settings in order to interact with others to utter their intentions, thoughts, and ideas. However, the language teacher of English should be able to find out the appropriate instructional strategy and assessment to way up the EFL learners' oral proficiency in the EFL classroom.

Roleplay is one of the speaking activities which can be employed in the EFL classroom as this provides the EFL learners with many opportunities to speak when playing the role and also develop their collaboration with their peers. Conforme and Torres (2013) utter that role play is considered as the entertaining and amusing activity which allows the learners to get new knowledge in a proper way. It also gives the EFL learners to choose related useful expression and vocabularies when playing the roles (Waffa, 2014). On the other viewpoints, Kusnierek (2017) stated that role play as a communication technique that improves the oral English language

proficiency of the EFL learners and foster classroom interaction among themselves, way up their motivation to learn and share their responsibility among teacher-students. In line with that, roleplay is also defined as an instructional technique on the basis of psycho-drama pedagogically, which requires the EFL learners' interest and dedication to fulfill every roleplaying stage (Perez, 2016), teachers' role in managing the EFL learners to give extreme reactions to the group (Rojas, et al., 2017). Hence, roleplay is one of the instructional strategies which can be used appropriately in teaching speaking in the English teaching and learning environment. This is also impactful positively on the oral proficiency development of the EFL learners as they can actively participate with their group and peers.

Research on the application of roleplay on the English language learners' oral proficiency

There is numerous research pertaining to the application of roleplay toward the oral proficiency of EFL learners in the classroom. The research conducted by Yen, Huei, & Kuo (2013), they analyzed the students who get involved in roleplaying activities and observed the effect of instructional course on their communication skills. The inquiry findings found out that the students improved their oral proficiency through learning tools and roleplaying tasks. As a consequence, roleplaying is a prominent instructional technique which focused on the learners' communication skills by playing many roles in the real situation. Also, some other researchers claimed that roleplay gives EFL learners opportunities to develop their speaking ability like argumentation, ideas, group' understanding, interpretation and interference (Zhang, 2010). It also provides multiple opportunities to practice a foreign

language than any other instructional activity (Lee and Smagorinsky, 2000; Gass and Mackey, 2006). It strengthens the EFL learners' self-confidence to utilize English in English communicative settings. (Zhang, 2010; Duxbury and Ling, 2010, Asensio, 2015).

In addition, Mulyana & Anugrahgusti (2020) did their research to the sixteen English department students in Ibn Khaldun Bogor University. They administered a questionnaire, an interview, and observation as their instrumentation. The research results showed that more than 80 % of students agree that roleplaying method is fun learning method to improve their speaking skill. It also gives a positive effect on the EFL learners' speaking skill like having more self-confidence, increasing their vocabulary, and having much better pronunciation. Krebt (2017) inquired the effect of roleplaying on Iraqi students at the college level. This research involved 40 college language students in the University of Baghdad, college of education Ibn-Rushd. Two groups, experimental and control group, were used in his research. The experimental group was given intervention, targeted roleplay technique, while the control group was also given intervention, the traditional teaching method. His research findings revealed that there was a significant improvement in speaking skill of the EFL learners' experimental group. Kumaran (2017) also stated that the participants enjoy taking part in roleplaying activity using a foreign language. Their participation makes them interact with no hesitation and fear in the real context in communicative settings. Perez (2016) verbalized that useful instructional technique that can be implemented in different contexts and contents with both active participation of children and adults. Additionally, Iman

(2014) conducted experimental research to see whether scripted roleplay gives a significant improvement on the English students speaking skill achievement or not. The intervention was given for 16 sessions including the administration of pretest and posttest the form of oral test. An English speaking rubric was used to assess the students' speaking skill. He claimed through his research that there was a significant improvement on the EFL learners' speaking and there was a significant mean difference between the students in the experimental group and control group. His research findings concluded that the implementation of roleplay, particularly concerned with the scripted role play technique significantly improved the EFL learners' speaking skill. Another research done by Yuliana, Kristiawan, & Suhartie (2014) showed that the EFL learners got better speaking skill achievement through the implementation of roleplay technique in the EFL classroom as they have many opportunities to develop their speaking skill and perform the roleplay in front of the class accordingly. On the other point, Roshanak (2013) found out that using psychodrama (roleplay based) technique improves the speaking ability of the EFL learners as this make them exceedingly satisfied with this technique and triggers their turn taking in roleplaying to improve their communication. Hence, from the researchers' findings, it can be implied that there was a significant improvement and mean difference on the EFL learner's oral proficiency and positive perspectives on its implementation in the EFL classroom, although the research design and research instrumentation used were different from one to another.

METHOD

An experimental research design, mainly

focused on the pre experimental design, was used in the research methodology. Only one group was used in this current research. The researchers gave a pretest in experimental group, employed intervention (role play), and then a posttest. Right after the posttest given, a close-ended questionnaire was disseminated to know the perception made by the EFL learners on the role play implementation on their oral proficiency achievement. The instruction was performed for one session consisting of 16 instructional sessions in which 90 minutes lasted in every English teaching session, including the administration of pretest and posttest.

Research participants

The site of research was at the University of Indo Global Mandiri. The population of research was all the English undergraduate students who took Speaking I course. The convenience sampling was chosen to thirty-eight university students as there was only one cohort in the English education study program. In order to see the effectiveness of applying the roleplaying on the EFL learners' oral proficiency achievement, the effectiveness and efficiency can be seen if the total amount of sample was not really big due to the time constraints and tight instructional as well as learning schedule possessed. Then, the research sample was taken only one class and the EFL learners did not have an English language course during the inquiry was incorporated and taught in English as the language of instruction were some criteria used in taking the sample.

Data Collection

Pretest and posttest of oral proficiency and a close-ended questionnaire were utilized to obtain the data of the achievement and

perception of the English oral proficiency made by the EFL learners. An oral proficiency test was utilized to measure the English language learners' English oral proficiency achievement. The same English speaking topics to be selected by the EFL learners, in the form of English oral proficiency test, were provided to test them in both pretest and posttest administration. The EFL learners were required to choose one of the speaking topics provided in the form of oral test. To examine the oral proficiency achievement of the EFL learners, SOLOM (Students Oral Language Observation Matrix) was used. This rubric comprises of comprehension, vocabulary, pronunciation, grammar, and fluency. Also, a close-ended questionnaire was disseminated to see the perception of the EFL learners on the application of roleplay toward their oral proficiency achievement (OPA). This consisted of 10 items with a 5 point Likert scale in which strongly disagree = 1 point to strongly agree = 5 point. This was constructed on the basis of the research objectives in which the researcher would like to highlight the impact of roleplay application toward the oral proficiency achievement and perception of the EFL learners.

Validity and Reliability of the Instruments

In conjunction with getting a content validity of the instrumentation, the test instrumentation was used to check the EFL learners' oral proficiency achievement. In order to know whether English speaking topics prepared was valid, the oral proficiency test was made by the researchers pertaining to the instructional curriculum and the English language textbook used by the university.

In addition, the reliability calculation of the English oral proficiency test and questionnaire were made in this research. Inter-rater reliability was selected to measure the EFL learners' oral proficiency. The raters examined the oral proficiency on the basis of the oral topics chosen. Then, it was calculated by the researchers using Pearson product moment correlation coefficient analysis. This statistical analysis is simply utilized to measure the degree of relationship between the research samples (Asri, *et al*, 2018). On

the other point, the Cronbach Alpha reliability was chosen to measure the scale reliability of the questionnaire. These were computed to check whether rated scores and a close-ended questionnaire were reliable. Hence, the results of the inter-rater reliability and Cronbach Alpha computation were seen reliable as both values of significance level were higher than .70, respectively. (See Table 1).

Table 1. The Computation Results of Pearson Product Moment and Cronbach Alpha

Variable	Pearson Product Moment Correlation				Cronbach Alpha	
	Experimental Group				Questionnaire	
	Pre-test	Sig.	Post-test	Sig.	Close-Ended Questionnaire	Sig.
OPA	.926	.000	.939	.000	.835	.000

Instructional Procedures

Pre-task. At this stage, the researcher administered pretest to the experimental group, then gave the explanation about speaking activity, roleplaying, in the classroom. **Main-task.** The researcher displayed the conversational script, on the basis of the speaking topic, by using PPT slide. Then, he drilled the conversational script chorally and individually. Thereafter, to vary the useful expression in the class, he wrote down some related useful expression and vocabularies on the displayed screen so that the EFL learners can use some different useful expressions when they had roleplaying tasks. Afterwards, he put the EFL learners in pairs consisting of two or three persons to perform the roleplay based on the selected

speaking topic. In selecting the ELF learners' roleplaying members, clever learners and less clever learners were matched. However, they were given more or less 10 minutes to prepare the conversational script and practice them before the class. **Post-task.** At this final stage, the EFL learners were asked to perform the roleplay in front of the class. While they had a roleplaying task, the researcher noted down the Indonesian words and unfamiliar words used by them and then repeated them chorally so that other students could also write them down on their note.

Data Analysis

The oral proficiency test and a set of questionnaire were used as the source of data. To analyze the EFL learners' oral proficiency achievement, SOLOM scoring rubric was used to obtain the oral proficiency achievement. To classify the EFL learners' attainment, the range of oral proficiency score was as follows: Very good (21-25), Good (16-20), Average (11-15), Poor (6-10), and Very Poor (<6). This was made based on the Holistical scoring rubric by SOLOM with th aspect of comprehension, fluency, vocabulary, grammar, and pronunciation. Also, the highest score (5 point) and lowest score (1 point) were given to each aspect of speaking, respectively. The simultaneous computation, such as descriptive analysis, progressive analysis, and Likert scale analysis, was made in the current research.

FINDINGS AND DISCUSSION

Descriptive Analysis

As described in Table 2, the results of pretest in an experimental group revealed

that 6 students (15.8%) were categorized in good achievement level with a mean score and standard deviation (16.33 and .516), 20 students (52.7%) were categorized in an average achievement level with mean score and standard deviation (12.05 and 1.123), and 12 students (31.7%) were categorized in poor achievement level with mean score and standard deviation (8.92 and 1.165). Therefore, it can be stated that the achievement level of the students before the intervention given was in the average category. In addition, the results of the posttest in an experimental group revealed that 8 students (21%) were categorized in a very good achievement level with mean score and standard deviation (21.75 and .707), 20 students (52.8%) were categorized in good achievement level with mean score and standard deviation (17.90 and 1.119), and 10 students (26.2%) were categorized in an average achievement level with mean score and standard deviation (13.80 and .789). Thus, it can be claimed that the achievement level made by EFL learners after the intervention given was in the good and very good category.

**Table 2. The Result of Pretest and Posttest in the Experimental Group
(Achievement Level)**

Variable	Achievement Level	Pretest			Posttest		
		Experimental Group			Experimental Group		
		Mean score	SD	Frequency and Percentage (%)	Mean score	SD	Frequency and Percentage (%)
OPA	Very Poor	-	-	-	-	-	-
	Poor	8.92	1.165	12 (31.7)	-	-	-
	Average	12.05	1.123	20 (52.7)	13.80	.789	10 (26.2)

Good	16.33	.516	6 (15.8)	17.90	1.119	20 (52.8)
Very Good	-	-	-	21.75	.707	8 (21)
Total	11.74	2.698	38 (100%)	17.63	2.926	38 (100%)

Progressive Analysis

To rate the achievement progress of the EFL learners after the intervention employed, the paired samples t-test was used in the current research in which research data were obtained from the pretest and the posttest results of the EFL learners' oral proficiency achievement within the experimental group. In an effort to get the significant improvement on the oral proficiency of the EFL learners, it could be viewed from the mean scores gained. In conjunction with the progressive analysis of the results of the pretest and posttest of the EFL learners' oral proficiency achievement (OPA) within the experimental group, it revealed that the

mean scores in the pretest and posttest of the experimental group were 11.73 and 17.63 with the standard deviation (2.698 and 2.926). The mean difference obtained within the pretest and posttest in the experimental group was 5.895 with the standard deviation (.953). The t-obtained gained was 38.144 and the value of significance level of OPA was .000 in which it was lower than .05. In concluding, viewed from the results of the progressive analysis, it can be stated that there was a significant improvement made by the EFL learners on their oral proficiency achievement in the experimental group after being taught by using roleplay (intervention) as this could be vividly seen from the results of the t obtained which was higher than t-table.

Table 3. The Results of Progressive Analysis of Oral Proficiency Achievement

Variables	Pretest	Posttest	Mean difference pre and posttest Exp within	T-value of pretest- posttest Exp within	The value of Sig.2-tailed Exp within
	Mean Exp	Mean Exp			
OPA	11.74	17.63	5.895	38.114	.000

Likert Scale Analysis

As seen in table 4, to figure out the percentage analysis of the perception made by the EFL learners of the Likert scale items on the application of roleplay toward the EFL learners' oral proficiency achievement (OPA), Likert scale analysis (LSA) was employed in this research. A set of close-ended questionnaire, a non-test instrument,

was constructed to see whether the EFL learners had positive or negative responses. Hence, strongly agree and agree belonged to the positive responses and strongly disagree and disagree belonged to the negative responses.

The Likert scale analysis (LSA) results revealed that 32 students (84.2%) responded positively that they like learning roleplay in the EFL classroom, 35 students

(92.1%) responded positively that they are motivated to learn speaking with roleplaying technique, 26 students (68.4%) responded positively that they find difficulties in learning speaking before using roleplay in the class, 20 students (52.6%) responded positively that they feel more confident in speaking in the class, 20 students (52.6%) responded positively that they speak more bravely in the class, 25 students (65.8%) responded positively that they understand the everyday conversation when roleplaying, 23 students (60.5%) responded positively that they speak English more fluently when acting out the certain role, 32 students (84.2%) responded positively that they get many vocabularies

before and after roleplaying, 22 students (58.2%) responded positively that they speak phonologically correct English, and 20 students (52.6%) responded positively that they speak English more grammatically. From the results of the Likert scale analysis (LSA) of EFL learners perception on the application of roleplay toward their oral proficiency achievement (OPA) in the EFL classroom, it showed that the EFL learners answered with many positive responses toward the given statements where it was much greater than those who answered with neutral and negative responses.

Table 4. Likert Scale Analysis of Oral Proficiency Questionnaire

No	Question Items	Frequency (Percentage)				
		SA	A	N	D	SD
		(5)	(4)	(3)	(2)	(1)
1	I like learning roleplay in the EFL classroom	9 (23.7)	23 (60.5)	6 (15.8)	-	-
2	I am motivated to learn speaking English with roleplaying technique	11 (28.9)	24 (63.2)	2 (5.3)	1 (2.6)	-
3	I find barriers in learning speaking before using roleplay in the class	7 (18.4)	19 (50)	10 (26.3)	2 (5.3)	-
4	I am more confident in speaking English in the classroom	9 (23.7)	11 (28.9)	17 (44.7)	1 (2.6)	-
5	I speak more bravely in the class	7 (18.4)	13 (34.2)	16 (42.1)	2 (5.3)	-
6	I understand the everyday conversation when roleplaying	8 (21.1)	17 (44.7)	11 (28.9)	2 (5.3)	-
7	I speak English more fluently when acting out the certain role	3 (7.9)	20 (52.6)	15 (39.5)	-	-

8	I get many vocabularies before and after roleplaying	13 (34.2)	19 (50)	6 (15.8)	-	-
9	I speak phonologically correct English	7 (18.4)	15 (39.8)	15 (39.8)	1 (2.6)	-
10	I speak English more grammatically	7 (18.4)	13 (34.2)	17 (44.7)	1 (2.3)	-

Discussion

When the research findings were computed statistically and descriptively, the research interpretation was generated pertaining to the roleplay implementation on the oral proficiency achievement (OPA) in the EFL classroom. Research finding 1 revealed that the oral proficiency achievement level (OPAL) made by the EFL learners in experimental group was in the good and very good category. Research finding 2 revealed that using roleplay made a significant improvement on the oral proficiency achievement of the EFL learners after the intervention given. Research finding 3 revealed that EFL learners gave positive perception on the application of roleplay toward their oral proficiency achievement.

From all the research findings figured, there were some reasons why the application of roleplay gave both a positive and significant improvement on the oral proficiency achievement level (OPAL) and oral proficiency achievement (OPA) of the EFL learners. Reason 1, it was caused by the English language instructor who gave choral and individual drills on the conversational speaking topics given in the EFL classroom. This was done to ensure that the EFL learners were able to utter the speaking topic related useful expression phonologically correct English. Reason 2, the language

instructor explained the useful expression on the basis of the speaking topic, then noted down some similar related useful expression in order that the students can speak English differently when they had a roleplaying activity before the class. Reason 3, the EFL learners was given the time to have preparation with their peers like preparing conversational scripts, practicing them before having the roleplay, checking the dictionary, and the like. Reason 4, the EFL learners were matched with their peers, who had different oral proficiency level in order to have peer teaching before they act out certain roles in the conversational scripts. Reason 5, the EFL learners were given some vocabularies and grammar related light instruction before and after the roleplay performed.

This research finding is stated significant in improving the EFL learners' oral proficiency level and achievement through the application of roleplay in the classroom. This is in line with previous researchers which found out that the implementation of role play had a significant effect on the learners' communication skill in which this instructional technique provides them many opportunities to speak English in the classroom (Krebt, 2017). Apart from that, Kumaran (2017) revealed that roleplaying activities make the student enjoy participating and interacting between their

interlocutors with no fear and hesitation. Having the same thought, Mulyana & Anugrahgusti (2020) claimed that the students considered roleplaying technique gave much fun on their English learning and also gave positive effect on their self-confidence, improved their vocabulary mastery, and possessed better pronunciation.

In addition, this research findings had similarities with some other researchers (Krebt, 2017; Kumaran, 2017; Perez, 2016; Iman, 2014; Yuliana, Kristiawan, & Suhartie, 2014; Roshanak, 2013) in which the researchers implement roleplay as the intervention in the classroom, and the language skill that needs to be the focus and to be improved was the oral proficiency as one of productive skills. Also, the administration of the test and questionnaire, not all the researchers, were used to judge the dependent variable. Ultimately, the research results claimed the same end where it promotes the learning participants' oral proficiency achievement. On the point of differences, research design, a number of class, participants, and research instrumentation, educational level, the time length of intervention were found out as the research differences from others.

CONCLUSION

In conjunction with research findings and discussions, conclusion and pedagogical implication were drawn: Firstly, the EFL learners' oral proficiency achievement level (OPAL) was in the good and very good category. Secondly, the application of roleplay made a significant improvement on oral proficiency achievement (OPA) of the EFL learners. Thirdly, the EFL learners responded with positive perception on the application of roleplay toward their oral proficiency achievement. In conclusion, using

roleplay significantly improved the EFL learners' both the oral proficiency achievement level (OPAL) and their oral proficiency achievement (OPA). However, these findings had differences and similarities with the previously related inquiry. The differences were in the research design, a number of class, a number of sample taken, educational level, a number of intervention, and the instrumentation used during the research. And the similarities were in the intervention given and the focused skill that needs to be promoted.

In line with the conclusion above, some pedagogical implications were made as recommendation to lecturers, students, stakeholder, and near future researchers. First of all, the English lecturers have to ponder the roleplay technique in the English speaking classroom activity. Second of all, university students should be well directed through the application of roleplay in the EFL classroom. Third of all, the stakeholder should take this technique into account in the instructional curriculum as the alternative instructional strategy to develop the EFL learners' oral proficiency. Fourth of all, the near future researchers were recommended to carry out the similar research with more class involved and different integrated language skills and to use different computation like mean difference analyses and stepwise regression analyses in order to obtain deeper analysis and research findings as well as interpretation.

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