A Case Study of Using Role Play in Teaching Speaking at Islamic Elementary School Raudhlatus Shibyan

Kholifatul Indriyani

Universitas Nurul Jadid, Indonesia
Indriyanikholifah321@gmail.com

Abstract. This study aims to find out how to use role play in teaching speaking in grade V students at Islamic Elementary School Raudhlatus Shibyan. This research used a qualitative approach with a case study type of research. The subjects of the study were English teacher and grade V students who participated in speaking learning activities using the role play method. The researcher collected data through three main instruments, namely interviews with English teachers, observation of the learning process in the classroom, and documentation in the form of teaching notes, photographs and student learning outcomes. After the data from interviews, observations, and documentation were collected, the researcher performed three main steps in analyzing them. First, data reduction was carried out, namely sorting out the information that had been collected through the results of teacher interviews, then selecting important parts related to the focus of the research. Second, data presentation is carried out, namely compiling important points of the data that have been selected earlier, so that the flow can be seen clearly. Finally, make a conclusion. With these steps, researchers can conclude that role play can indeed help students speak more boldly and be more active in learning English. The findings showed that role play is applied in three stages of learning: preparation, implementation, and evaluation.

INTRODUCTION

Learning English should be the first step in the international language process and is easily used as a step to learn a second language after our own. Regularly learning some fundamental vocabulary will be easier if everyone knows and understand English. Learn a few English words first, then use them to speak or converse in the language with ease. It will

be simpler to comprehend the following content, such as English conversation starters, if we already understand the fundamentals of learning.

At Raudhlatus Shibyan Islamic School, students often show low confidence and limited vocabulary when asked to speak in English. Most learning activities still focus on grammar, reading, and memorization, with little emphasis on speaking practice. In the classroom, teaching methods tend to be teacher-centered, and students are rarely given the opportunity to express themselves orally. As a result, their speaking ability develops slowly. One alternative method that can be applied is role-playing. This strategy helps students to practice speaking through real-life scenarios in a fun and meaningful way. By using role play, students can increase confidence, expand vocabulary, and participate more actively in class.

This talent plays an important part in the development of word pronunciation and is crucial for socialization and communication One of the most important skills for students in elementary school is the ability to communicate in English. According to Dewaele et al (2021), Children with strong English language proficiency also have superior social skills, and speaking English can boost confidence, particularly when dealing with peers from diverse backgrounds. According to Ardeyanti et al. (2024) Role Play encourages students to use the target language in speaking activities, allowing them to leap imaginatively beyond the classroom and engage in real language use. Role play is a learning technique that involves students in real or imaginary situations where they have to interact and communicate with each other.

Most previous studies were conducted at secondary schools, junior high schools, or high schools (e.g., Sari & Hamzah, 2023; Doan, 2024; Hikmah & Fauzan, 2023). Those studies examined older learners with more advanced proficiency. my study, however, focuses specifically on fifth-grade students in an Islamic Elementary School (MI Raudhlatus Shibyan), a context that has been rarely explored. This unique setting adds new insight into how role play works with young learners and within Islamic educational environments. The researcher shows from all of these studies that there are still a lot of additional studies that describe the usage of games in English, including one that explains speaking skills, as explained by Shamshoda (2024) & (E. R. Sari & Hamzah, 2023). Both of these studies contend that because the "role playing" game approach has a role character that reflects our everyday lives, it is crucial for students to apply it.[1] Thus, the researcher's objective is to know the results of developing students' speaking skills by using "role play" at five grade in Islamic Elementary school Raudlatus Shibyan. Students can act out different parts from conversations that frequently happen in real life with this game. The research questions of this study are: 1. How is the implementation of role play method in teaching speaking at MI Raudhlatus Shibyan? and 2. How can the role play method help students develop speaking in the classroom?.

METHODS

This research uses a qualitative case study approach to explore the use of role-playing as an English language teaching method in teaching speaking skills of Islamic elementary school Raudlatus shibyan students. The purpose is to provide an analysis of the context and

processes that illuminate the theoretical issues being studied. (Crowe et al., 2011)describes a case study as an approach that focuses on a single entity, such as an organization, program, event, or individual, to understand broader issues or test theories. And (Crowe et al., 2011)defines it as an empirical study that investigates contemporary phenomena in their real-life contexts, especially when the boundaries between phenomena and contexts are not clear.

This research will be conducted at Islamic elementary school Raudlatus Shibyan, an Islamic elementary school located in Plampang Village, Paiton District Probolinggo City . The school is known for its emphasis on academic and religious education. The research focused on one specific class, which consisted of eleven students from fifth grade. These students are selected based on their different levels of English proficiency These students are selected based on their different levels of English proficiency to provide a comprehensive understanding of how role-playing impacts students with diverse speaking abilities. The study used a purposive sampling technique. The researcher intentionally selected one English teacher and one class of fifth-grade students at Islamic Elementary School Raudhlatus Shibyan. This class, consisting of 11 students with varying levels of English proficiency, was chosen because it represents a suitable group to observe the implementation of role play in teaching speaking. The English teacher was selected because she was directly involved in applying the role-play method. This sampling technique aligns with qualitative case study research, which requires specific participants who can provide rich and relevant information.

This research took place during the seventh semester of 2025 for 2 hours of lessons, where role play activities were integrated into speaking skills. The data collection process involves observation, documentation and interviews. Classroom observation was carried out to document the implementation of role-playing activities on students' speaking skills. Structured observation sheets are used to record student behavior, interaction, and participation levels during the session. Notes were also made regarding the teacher's instructions and strategies in facilitating role play. Semi-structured interviews are conducted only with English teachers. Teacher interviews focused on their reasons for using role play, the benefits they felt, and the challenges they faced during the use of role play.

All collected data, including observation notes, and interview transcripts are reviewed many times to gain a comprehensive understanding of the content. Using this research method, this study aims to provide a comprehensive understanding of how role play affects the development of speaking skills among students at Islamic elementary school Raudlatus Shibyan. research is known as qualitative research data analysis. In addition, data analysis refers to a methodical process for searching and organizing interview transcripts, notes, and other materials to improve understanding of the data collected and present the results. Once the data is collected, the process for data analysis is collecting raw data, organizing and preparing for data analysis, checking and balancing data, coding data, connecting between themes, and understanding the meaning of themes.

FINDINGS

This study aims to analyze the implementation of role play method in learning speaking at MI Raudlatus Shibyan. and to know developing students' speaking skills by using "role play" in the classroom. The data in this study was collected through three main instruments, namely observation, interviews, and documentation. The researcher focused on the entire Class V as the main observation group, and selected Mrs. Evelyn Calista as the homeroom teacher of Class V interviewed for this study. This selection is made for cases in English teaching using role play in teaching speech. The researcher visited the school for quite a day, where classroom observations, interviews, and documentation were conducted. All the data collected aims to know the application of how role play is applied in the teaching of speaking in English Lessons in class V at Islamic elementary school Raudhlatus shibyan?, and How the Role -Playing method can help students' speaking skills to develop in the classroom?. Through this case study, the researcher intends to provide an in-depth understanding of the teaching and learning process using role play in real classroom situations, especially in the context of Islamic elementary schools.

Based on the results of observations, interviews with teachers, and documentation of learning activities, the process of applying role play in learning speaking in class V Islamic Elementary School Rushlau's Syibyan is carried out through three main stages, namely: preparation, implementation, and evaluation. At the implementation stage, students begin to play roles according to the scenario given. Each student is given a specific role, for example, as a peer who asks about the disease he/she is causing. The teacher gives time for students to practice in their respective groups, then present their role plays in front of the class. As the activity progresses, the teacher continues to provide guidance and reprimands if there are students who have difficulty speaking or forget the dialogue. In this process, it was seen that students were more active and enthusiastic. Some students who were initially shy, slowly began to dare to try speaking in front of their friends. Observations showed that the classroom atmosphere became more lively. Students laughed, responded to each other, and seemed to enjoy the learning process. Interaction between students increased because they had to work together in groups and help each other understand their roles. And Evaluation stage After all groups have performed, the teacher gives general feedback.

Based on the results of an interview with English teacher Mrs. Evelyn and observations by researchers at Islamic elementary school Raudhlatus Shibyan, the Role Play method is proven to help the development of students' speaking skills. Here are some key findings that support this: Increased student confidence, Mrs. Evelyn said that students became more courageous to speak in English because they felt more relaxed and carried away by the atmosphere of play. Observations show that students who are usually shy begin to dare to try to speak during role-playing activities in English. Fun learning: Role-playing, students engage in communication situations that resemble real life (e.g., two students asking questions about illnesses, or a conversation at school). This makes learning feel more fun. Social interaction between friends or groups increased. The observation results noted that students were more likely to cooperate and discuss with their peers before and during role-playing. This helps them practice using English in a social context. It is easier to get a new vocabulary sentence structure, the teacher observes that students are faster to remember new vocabulary and improve the sentence structure when used in the context of

role-playing than when studying in class such as filling out problems. Thus, the role-playing method helps Islamic elementary school Raudhlatus Shibyan fifth grade student his speaking skills to develop in English through an easy and fun approach.

DISCUSSION

This chapter has presented and analyzed research findings on the use of role play in teaching speaking at Islamic elementary school Raudhlatus Shibyan. Data was collected through classroom observations, interviews with teachers, and documentation analysis. The findings of the study show that role play is an effective strategy for developing students' speaking skills in English. It helps students to communicate using English in a meaningful context, boosts their confidence, and makes the learning process more fun and interactive. The students respond to role-playing activities regularly, demonstrating active participation and willingness to speak. From a teacher's point of view, role-playing helps students learn vocabulary and expressions naturally. However, difficulties such as limited time and varying levels of student proficiency must be managed through proper planning and support. This study confirms that role-playing helps fluency in speaking English skills, adds new vocabulary, and motivates students to learn.

These findings are in line with the results of previous research by (Sari et al., 2023) at MTs Al-Hikmah showing that role play encourages students to actively use English in contexts relevant to daily life. They noted that students who were initially passive began to show initiative in dialogue and interaction. These results are in line with the observation of researchers at Islamic elementary school Raudhlatus Shibyan, where students with low initial abilities were seen to begin to actively participate during role-playing activities. As for practicality, Mrs. Evelyn at Islamic elementary school Raudhlatus Shibyan applies the role play method in the English learning process with stages of preparing dialogues, making groups, appearances in front of the class, and discussing. This is in line with the implementation model proposed by (Permatasari and Wulandari 2025), which recommends the use of role play with a gradual approach so that students do not feel awkward or depressed.

The role-playing method allows students to learn languages in authentic contexts, which are relevant to everyday life. This strengthens the theory from (Manara and Richards, 2020.) that the use of context in language teaching can accelerate the internalization of language structure by students. At Islamic elementary school Raudhlatus Shibyan, the context used such as a conversation between two fifth-grade students, or introducing oneself to new friends, is very appropriate to the students' social background. The results of these findings are consistent with a study by Dewi & Hartati (2023) which states that student involvement in real-life simulations makes the language learning process more meaningful. Another study by Hikmah and Fauzan (2023) entitled 'The Use of Role Play in Enhancing Students' Speaking Skill: A Qualitative Inquiry in Madrasah Tsanawiyah. Context' also concluded that this approach is very suitable for primary to secondary education levels as students feel freer and less afraid of making mistakes when speaking. They noted that the success of role play lies in the teacher's ability to create relevant scenarios and encourage students' active participation.

In the context of this study at Islamic elementary school Raudhlatus Shibyan, the results of observations and interviews show similar things: students who were previously reluctant to speak now show increased initiative, courage and engagement in oral activities. Thus, the findings from this study strengthen the evidence that role play is an effective method in learning to speak, as also reflected in previous literature. In this study, a qualitative approach was used to explore in depth how the process, experiences, and challenges of learning through role-playing method occurred in class V of Islamic elementary school Raudhlatus Shibyan.

In this case study, students show high enthusiasm because they can relate learning to real experiences, which they do not get through just written exercises or memorization of dialogues. In addition, students' emotional involvement during role-playing is a supporting factor for learning success. Students laughed, were excited, and even expressed like actors when performing. According to Brown (2021), high emotional engagement can strengthen students' memory and understanding of subject matter. This is evident in Islamic elementary school Raudhlatus Shibyan, where students are able to remember certain expressions of the dialogues they play even outside of the lesson session. This study also shows that the use of role-playing is very much in line with the student-centered learning approach in the teaching module of the material "have you got a stomached?" grade five. Students are given space to be active, creative, and explore English contextually.

This supports the principle of differentiation in learning, where each student gets a learning experience according to their learning style and needs. Thus, the results of this study support previous findings that role play is an effective method for developing students' speaking skills at Islamic elementary school Raudhlatus Shibyan. This research also makes a contextual contribution in the world of Islamic basic education, which has so far limited resources and methods of teaching foreign languages. However, this study also found that the success of role play is highly dependent on the active role of teachers as motivation and the ability of teachers to choose methods that are in accordance with students' level of understanding. This is an important note for the development of similar methods in other elementary school environments. In conclusion, role-playing can be considered a valuable technique in speaking teaching, especially at the elementary level, where students benefit from contextual, fun, and collaborative learning experiences.

CONCLUSION

Based on the findings and discussions that have been presented in the previous chapter, the researcher made several conclusions regarding the use of role play in teaching speech at Raudhlatus Shibyan Islamic Elementary School. First, the application of role play in the speaking class has proven to be an effective method for the development of students' speaking skills. Role-playing encourages students to actively participate in classroom activities, increases their confidence in using English, and provides a fun and engaging learning atmosphere. Teachers creatively design scenarios that are relevant to students' daily lives, which helps them understand vocabulary and expressions in context. Second, the role of teachers is very important in conditioning the classroom, guiding students through the process of playing a role in providing feedback.

Teachers at the Islamic elementary school Raudhlatus Shibyan applied role-playing in an interesting way and combined it with the addition of new vocabulary and exercises in the pronunciation of English sentences. This approach makes a significant contribution to the development of students' speaking skills. Third, the students responded positively to the role play. Many students state that they enjoy the learning process and feel more motivated to speak English. Although some students initially feel embarrassed, continuous exposure and support gradually help them overcome their doubts. However, some challenges were also identified. These challenges include limited vocabulary among students, uneven participation, and sometimes difficulty in managing time. Despite these challenges, the overall impact of role-playing is positive and contributes to better speaking performance among the students.

Research Limitations. Without studying other language skills like reading, writing, or listening, this study only included fifth-grade students at Islamic elementary school Raudlatus Shibyan and focused on using role-playing to help children better their English speaking abilities. The results may not be entirely applicable to schools with diverse environments or curricula because the study was also carried out in the setting of an Islamic primary school. Additionally, because of the study's short duration, long-term assessments of how role play benefits students' development were not included. Based on the findings and limitations of this study, several recommendations are proposed for future researchers who are interested in investigating the use of role play in teaching speaking skills. First, future researchers are encouraged to conduct studies with a larger number of participants and different grade levels. This study focused on one fifth-grade class with a limited number of students in an Islamic elementary school. Expanding the sample size and involving students from various grades or schools would provide more comprehensive and generalizable results.

Second, future study may apply a mixed-methods or quantitative research design to measure students' speaking improvement more objectively. While this research used a qualitative case study approach, experimental or quasi-experimental designs with pre-tests and post-tests could provide clearer evidence of the effectiveness of role play on students' speaking achievement. Third, researchers are advised to explore the long-term impact of role play on students' speaking skills. This study observed short-term classroom implementation; therefore, future research could examine whether students' confidence, vocabulary retention, and speaking fluency are sustained over a longer period of time. Finally, future research is recommended to focus on teachers' challenges and professional development needs in implementing role play. Examining teachers' readiness, training, and classroom management strategies would help improve the practical application of role play in elementary English classrooms.

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