



Implementing Roleplay Strategy To Help Trainees' Speaking Ability At English Language Teaching Assistance (ELTA) Maluku and North Maluku (MMU) Program

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Abstract

The article focused on the Roleplay strategy and the way to improve trainees' speaking ability. The subject of this research is the ELTA MMU trainees, and the materials used were taken from the concept of Role Play. This research consists of two cycles, with five meetings for the first cycle and three meetings for the second cycle, based on the schedule designed by the researcher. The researcher used oral tests to collect the data, and a questionnaire was used to gain the trainees' responses to Role Play. The data collected from this research shows that ELTA trainees' speaking ability is improved through Role Play. The trainees give positive opinions and responses during the use of Role Play. Based on the data, the researcher concluded that the element of speaking that has more progress for trainees' speaking improvement is comprehensive. The data shows that 9 to 10 trainees scored 3 in the first cycle, but in the second cycle, 8 to 15 participants successfully achieved a score of 4. From the result, it can be proved that the use of Role Play is successful in improving trainees' speaking ability.

Keywords: *Improving, Speaking Ability, Role Play Strategy*

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BACKGROUND

Speaking activities can only occur in practice if other people listen and respond to the message. Jones (2007) says: "In speaking, we tend to be getting something done, exploring ideas, working out some aspects of the world or simply being together." Speaking skill is more difficult to master than the other skills because they cannot be held alone in the learning process. It needs a partner or partners to practice it. Nevertheless, if someone can master it well, in the sense that he converses freely, it can help learn the other skills, listening, reading and writing." Therefore, speaking ability could be a tool to build communication and interaction to increase knowledge. It can motivate to improve other language skills such as listening, reading, and writing. In learning to speak, the trainees often find some problems. According to Ur (1996), there are problems getting trainees to talk in a foreign language in the classroom. Some issues include worrying about making mistakes, fear of criticism, losing face, or being shy of the attention their speech attracts (inhibition).

Furthermore, they have nothing to say, meaning that trainees may be bored or feel that the topic is unrelated to anything they know. Then it will make them have no motivation to speak other than the fact that they know they should be practicing in the speaking activity. The next is about low, uneven participation; for example, each student has very little talking time in a large class. Besides, the problem frequently found is that their native language causes them challenging to use or produce English well. One of the reasons is the lack of motivation to practice English in daily conversation. In addition, there is no opportunity to practice English outside the classroom. Many people have tried to practice, but sometimes they feel shy and afraid to participate in the conversation. Many factors cause the problem of the trainees' speaking ability, namely: trainees' interest, the learning materials, the media, and the Strategy or the technique in teaching English.

It was apparent that the trainees were challenged to participate in speaking because of a lack of vocabulary and confidence. The learners mainly use Indonesian in speaking, and when they tried to use English, their pronunciation was terrible, affecting the meaning. Those problems caused some of them to sit silently and pay no attention to the lesson. Based on the issues mentioned above, the researcher proposes using roleplay in speaking activities. In demonstrating the roleplay, the trainees no longer sit silent and pay no attention, but they will take part in practicing their speaking. In addition, it allows trainees to practice communicating in different social contexts and different social roles.

Furthermore, roleplay allows trainees to be creative and to put themselves in another person or place for a while. That is why role play seemed to be the ideal activity where trainees could creatively use their English. It aims to stimulate a conversation situation that trainees might find and allow them to practice and develop their speaking ability. The research is based on three research questions. First, how can trainees' speaking ability be improved by using a roleplaying strategy? Second, in which aspect of speaking skills do the trainees improve after they have been taught using the roleplay in speaking activities, and lastly, what are the trainees' responses toward roleplaying.

REVIEW OF LITERATURE

The Importance of Speaking Skill

Speaking is one of the critical and essential skills that must be practiced to communicate and orally express thoughts and feelings that reflect experience. It is also an activity of sharing information. Chaney & Burk (1998), speaking builds and shares meaning through verbal and non-verbal symbols in various contexts. In speaking, the speaker combines words with sentences and paragraphs and uses a language style appropriate to a social context. Speaking is used to develop the relationship between a speaker and listener. The student should learn some steps to make the speaking itself properly and understandable in teaching speaking. Those steps are: Speak clearly and expressively about their ideas and concerns, adapt words and strategies according to varying situations and audiences from one to any conversations to a formal large group setting. Interpret and assess various kinds of communication, including intonation, phase gestures, and body language that accompany speaking.

More and more educators, governments, ministers of education, and employers need people who can speak English well. Baker (2003) said that trainees who can speak English well might have a greater chance of further education, employment, and promotion. Speaking English well can also help trainees access up-to-date science, technology, and health information. Good English speakers will be in a solid position to help their country's economic, social and valuable skills, which can be helpful in their lives and contribute to their community and country. He also wrote excellent reasons to practice speaking during the lesson: first, speaking activities can reinforce the learning of vocabulary, grammar, or functional language. Second, speaking activities give trainees the chance to use the new language they learn. Third, speaking activities allow more advanced trainees to experiment with the language they already know in different situations and on various topics.

In Order to develop practical communication skills, both sides (teachers and trainees) should be able to know each other better in a non-treating way and build trust between class members. Good interaction between teachers and trainees in the school, life places, and the materials are easily comprehended. They will not find it difficult to catch and concentrate on the subject since the guide (teacher) can break the ice (silent class). The course will be more active in responding to the teacher's materials. There will be a gap among them. In this case, good communication plays an essential role in keeping such a condition running well. The teachers should invite the trainees to speak to improve their abilities to express their ideas automatically. Speaking is more used and vital to make trainees be able to express their feelings, thoughts, happiness, anger, and emotion. Trainees have to learn and master speech skills necessary for good articulation. They have to learn how to pronounce the words correctly and sensitively to their listeners.

The Role Play strategy to improve trainees' Speaking Ability.

Roleplay is a strategy used to increase trainees' speaking ability, where the trainees are given a chance to practice the interaction in different social situations. Roleplay is a strategy of acting out particular ways of behaving or pretending to be other people who deal with new situations. Ments (1999) assumes that roleplay as an educational training is part of the broader set of strategies that have collectively become known as simulation and gaming. Another expert, Yardley (1997), pointed out that Role Play is a way of constructing an approximation of aspects of a "real life" episode or experience but under "controlled" conditions were much the experimenter or therapist. Meanwhile, Miller (2003) said that role play is used differently and develops fluency in the language, promotes interaction in the classroom, and increases motivation. Here role play is encouraged, and sharing responsibility between teacher and student in the learning process takes place.

According to Patricia (1980), practicing and roleplay is essential to becoming proficient. Since trainees will be in a position to practice, they will quickly realize that they do need to practice. Their struggle will help them see the need to understand the dynamics of what is happening in interpersonal communication. Roleplay can improve a student's speaking ability in any situation and allow trainees to interact with others. Cox and Dufault (1992) reported that role play would be the ideal activity where trainees could use their English creativity and speak up in front of the class. The researcher agreed that role play is essential in teaching speaking because it

gives trainees many opportunities to practice some context, allows them to be creative, put themselves in another person, and improve their speaking ability quickly. If the trainees practice it constantly, automatically they never feel hard to make a conversation with other people wherever they meet.

Types of Role Play.

In the case of role play, it can be grouped into two forms: scripted roleplay and unscripted role play. In detail, those types are described as follows: first is scripted roleplay. This type involves interpreting either textbook dialogue or reading text and the form of speech. After all, the primary function of the text is to confirm the meaning of language items in a memorably way, for example, in the dialogue text. The second is unscripted role play. This type is contrasted with scripted roleplay. The situation of this type does not depend on dialogue text but free role play or improvisation. The trainees have to decide what language should be used and how to develop the conversation. In order to do the activity well, good preparation between teacher and trainees is necessary. The teacher chooses the problems, such as a student getting lost in his bag, and the other trainees are police officers. Trainees must find the right words or sentences that can be used in the conversation, practice, and try to act them out in different characteristics. On a given topic, trainees can produce ideas in a limited time. Individual or group trainees can generate ideas quickly and freely depending on the context. The good characteristic of roleplaying is that the trainees are free to describe their thoughts, so trainees will be open to sharing new ideas.

The Effectiveness of Role Play for Trainees.

Ments (1999) stated that role play is motivational and practical because it involves activity. Roleplay can stimulate trainees to think creatively about class situations, especially what they must say to do the interaction. In the activity, trainees learn about the issue and how to clarify the meaning of words. Moreover, they should think about what should be done in an oral presentation. Trainees enjoy working together, take pride in their roles, and try to give their best. Through the affectivities, trainees are less nervous, increase their vocabulary, and set the stage to interact more with the teachers. They keep asking many questions to ensure they are on the right track.

The Ways to Apply Role Play

The procedure of role play activity based on dialogue is. First, the teacher guides the roleplay by writing for these prompts and how to use WH questions. After that, the teacher has to explain to the trainees more about some dialogue samples to show the prompt mesons. If necessary, go to the prompts one by one and get trainees to give sentences or questions for each one. Then call two trainees or more to the front of the class; one plays the role of the first speaker, and the other would be the next speaker. The trainees must improve the conversation and change to the following other trainees. The last is calling out a view of different pairs in turn and asking the trainees to have another conversation based on the prompt. Organizing a dialogue can be carried out in pairs, improving the conversation in front of the class; the teacher can also suggest they practice the conversation privately with their partners before they act it out.

The other procedure is an unscripted roleplay procedure. The first step is for the teacher could prepare the whole class by discovering what the speakers might take; write the prompt on the board to guide the role play and any keywords. Then, the teacher could divide the classroom into pairs, let them discuss, and try out the role play privately before calling some of them to perform in front of the class. About the procedure itself, the teacher can create or develop a strategy that is appropriate and suitable for the circumstance in the course.

In performing role play, there is dialogue or discussion and individual performing. Trainees can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Storytelling fosters creative thinking. It also helps trainees express ideas in the format beginning, development, and ending format, including the characters and setting of a story. Trainees also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few trainees to tell short riddles or jokes as an opening. In this way, not only will the teacher address trainees' speaking ability but also get the class's attention.

The Steps of Using Scripted Role Play

The scripted Role Play is being prepared, and all the materials are needed, like stories and scripts. Next is dividing trainees into groups and selecting the trainees to be players based on the written scripts. Then checking the trainees' pronunciation and characters expected, guide the trainees to practice a couple of times. After that, the trainees perform the role play.

The Advantages and Disadvantages of Role Play

The Advantages of Role Play

Killen (1998) states ten advantages of using Role Play in teaching speaking activities. First, it motivates trainees, particularly when launching a new unit of study. Secondly, it finalizes a unit of study and helps trainees consolidate their learning. Thirdly, Role Play allows trainees to explore historical or contemporary situations in which conflicting emotions, points of view, biases, and problems are caused by differences in race, age, religion, nationality, ethnic background, etc. Therefore, it can be done by making the trainees aware of the differences in points of view and their consequences. They were also making trainees aware of the attitudes and feelings of the people involved in the situations and sensitizing them to the feelings of others. The other advantage is that it challenges trainees to question their attitudes and helps trainees explore their values and appreciate the consequences of their values-based actions. Moreover, the expert agreed that role play develops trainees' communication and citizenship skills by showing the successful and unsuccessful methods we use to solve intergroup and interpersonal problems. Lastly, roleplay helps trainees resolve conflicts in the classroom or that they may have encountered elsewhere and give trainees real-life roles and deal with real-world problems.

Disadvantages of Role Play

Killen (1998) explains at least six disadvantages of using roleplay in speaking class activities:

- a) Roleplay will not work unless the classroom atmosphere is supported.
- b) Trainees find it challenging to take on the role properly if they are not well briefed on what to do.
- c) Roleplay does not always take the direction of hopes. It may get bogged down or go off in unexpected directions. Sometimes it has an effect just the opposite of what was intended.
- d) Roleplay can be time-consuming.
- e) Trainees who are not prepared for role play may not take it seriously. They may tend to "hum-up" the roles, laugh at one another, and generally turn the role play into a farce.
- f) For roleplay to work well, one needs a group of sensitive, imaginative, open-minded trainees who know one another well enough to ease in their roles.

Research Findings

Role-Playing has been used worldwide in many fields and purposes. Khaerani (2010) used Role Play for trainees of SMP Muhammadiyah Tangerang to know the influence of role Playing on the learning result of Biology trainees' in-plant movement. From the result, it is concluded that utilizing Role-Playing significantly influences the learning result of Biology trainees.

Susanti (2007) also used Role Play in teaching speaking at Islamic Junior High School Soebono Mantofani Jombang. The result of the research showed that trainees who are taught using Role Play showed better improvement in the classroom. Giacomo (2009) also used Role Play in teaching World History Classrooms. He used Role Play to make history come alive for the trainees of History class with the group problem-solving exercises, where the trainees had to perform a sort of history in the course.

METHODOLOGY

In this research, the researcher used Classroom Action Research. Kemmis and McTaggart (1998) state that action research is a form of collective self-reflective inquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational practices, as well as their understanding of these practices and the situations in which these practices are carried out. Self-reflective consists of; planning, acting & observing, reflecting, revising the plan, acting & observing, and reflecting. Meanwhile, in Classroom Action Research, a language teacher takes responsibility for their success and failures when they can get respect from trainees. (Goodman, 1987).

Research Procedures

In conducting action research, the researcher structured the procedure based on Kemmis & Mc Taggart as follows:

Planning the Action

In this section, the researcher and the trainer set the planning, including the research schedule, designing the lesson plan, and determining teaching materials.

Implementing the Action

In this stage, the researcher provided the treatment (Role Play). To do the action, the researcher collaborated with other trainers. The researcher implemented the action in cycles until the target was achieved. To conduct the action properly, the researcher provided the lesson plan. The lesson plan was designed according to the Strategy required.

Evaluation

The evaluation was done at the end of each lesson and the end of the cycle. It aimed to assess trainees' performance and determined the researcher needs to go to the next cycle. The researcher would decide whether the action achieved the indicator of success or not. If not, the researcher moves to the next cycle by improving and revising the next plan. The researcher collaborated with the English teacher to evaluate the trainees' progress in this research.

Reflection

The reflection was made based on the data that the researcher and the trainer gained from their evaluation. It takes into account whether the student achieved the indicator of success. If they were not, the next cycle would be done until trainees show progress.

Indicator of Success

Trainees' speaking ability should improve for each cycle. The cycle would be stopped if the target had been reached. The target was for 80% of trainees to score between 17 (minimum of level good) and 24 (maximum of level perfect).

Data and Source Data

A test, observation checklist, and questionnaire were used in this study. After treatment, a test was given at the end of the cycle. At the same time, a questionnaire was presented at the end of the study. To reach the indicator of success in teaching speaking using roleplay, the researcher gave a speaking test to the trainees. Speaking test covered some aspects; scores of task completion, comprehensibility, fluency, pronunciation, vocabulary, and language control in which each element was given the same weight. In the speaking test, the researcher asked the trainees to instruct a dialogue based on the text provided and performed it in front of the class. The trainees' performance was recorded for assessment.

The technique of Data Analysis

Test and Questionnaire

To determine trainees' speaking ability, the researcher used a test. To assess trainees' speaking ability during the test, the researcher and the English teacher used an oral proficiency rating from PALS, known as Performance Assessment for Language Trainees. PALS evaluated speaking aspects such as task completion, comprehensibility, fluency, pronunciation, vocabulary, and language control. In contrast, the questionnaire is used to analyze the questionnaire. The researcher used the percentage formula.

Observation Checklist

The observation checklist was used to see the use of the Role Play strategy in teaching speaking activities of each cycle. The classroom teacher observed to see and know how the researcher used action in the classroom, the problems, the trainees' activities, and Attitudes. The information gained by the classroom teacher was used as a reason to develop and revise the plan if it is needed.

RESULT AND DISCUSSION

This part discusses the result of action research. It includes data and explanations related to roleplaying implementation in improving trainees' speaking ability at ELTA Maluku and North Maluku. The data was collected by using a test to see how far trainees' speaking progress, a questionnaire, and an observation checklist as the instrument to see the trainees' responses toward the implementation of role play. The Classroom Action Research was finished in two cycles. The first cycle consisted of 5 meetings, including the test and the second cycle consisted of 3 meetings, including the test. During roleplaying, the researcher provided the trainees with some scripts of different titles to role play.

RESULT

Trainees' Improvement in Speaking Element in both Cycles

The elements of speaking that have more effect on trainees' improvement in speaking skills will be seen based on the scoring given by the researcher and the other trainers in the table below:

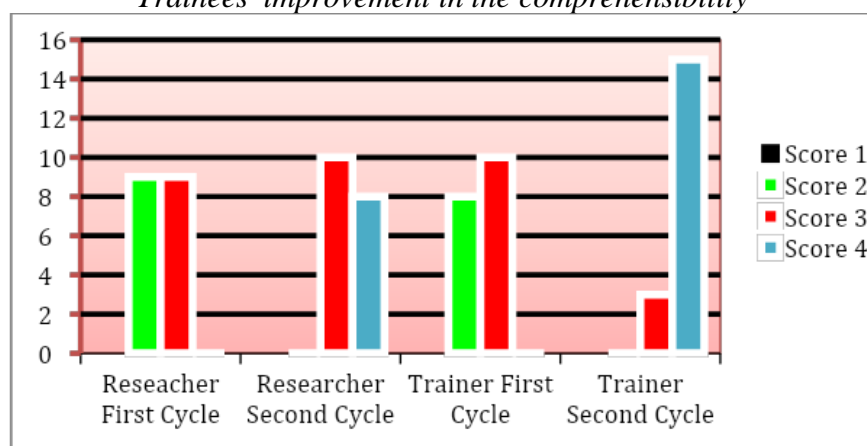
Table 4.1. Trainees' Improvement in Speaking Element

Speaking Elements	First Cycle								Second Cycle							
	Scores															
	Researcher				trainer				Researcher				trainer			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4

Task Completion	-	9	9	-	-	8	10	-	-	-	18	-	-	-	18	-
Comprehensibility	-	9	9	-	-	8	10	-	-	-	10	8	-	-	3	15
Fluency	3	6	9	-	-	8	10	-	-	7	11	-	-	4	10	4
Pronunciation	7	2	9	-	1	8	9	-	-	2	14	2	-	6	8	4
Vocabulary	4	5	9	-	-	9	9	-	-	2	13	3	-	1	8	9
Language Control	6	3	9	-	1	9	8	-	-	5	13	-	-	2	16	-

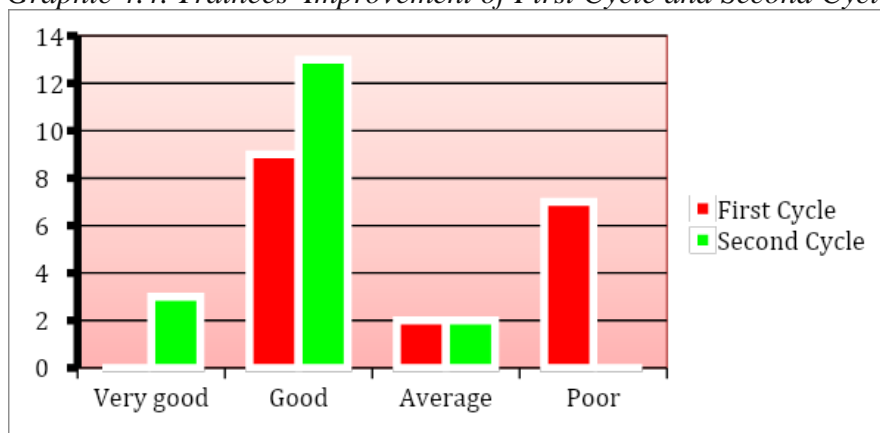
Based on the table, the researcher concluded that the element of speaking that has more progress for trainees' speaking improvement is comprehensibility. The data shows that 9 to 10 trainees get a score of 3 in the first cycle and 8 to 15 trainees who earn a 4 in the second cycle—the percentage of trainees' scores in one element of speaking is comprehensibility. From the first until the second cycle, no one student gets a score of 1 from both researcher and the classroom teacher. At the researcher's score, there were 9 (50%) of tr got a score of 2, and 9 (50%) of trainees got a score of 3 in the first cycle, and they got increasing in the second cycle where 10 (55, 6%) of trainees get a score of 3 and 8 (44, 4%) of trainees get score 4. From the trainer's score, 8 (44, 4%) trainees got a score of 2, and 10 (55, 6%) trainees got a score of 3 and got improvement in the second cycle, where only 3 (16, 7%) of trainees get score 3 and 15 (83, 3%) of trainees got the highest score which is 4, so it means that there was an improvement of trainees' comprehensibility at the second cycle.

Graphic 4.3
Trainees' improvement in the comprehensibility



Role Play to teach speaking had improved, as was clearly shown through the trainees' test results. Trainees' improvement can be seen in the researcher's scoring and trainers' scoring in the second cycle.

Graphic 4.4. Trainees' Improvement of First Cycle and Second Cycle

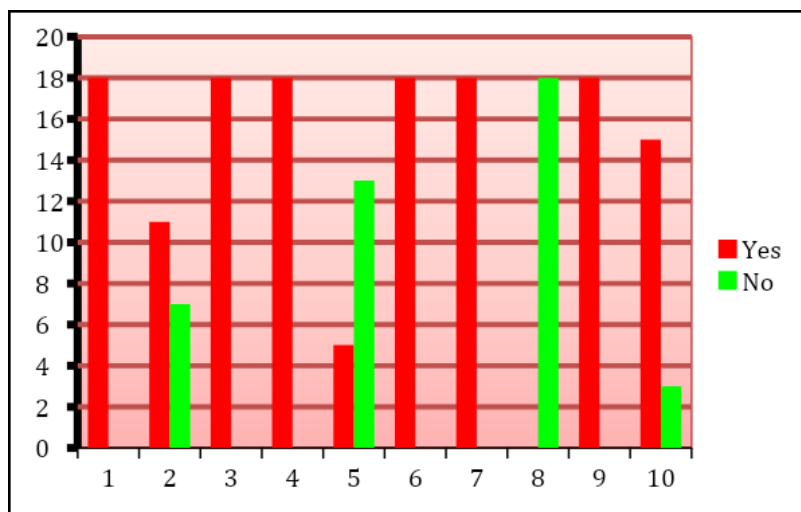


The graphic shows the percentage of trainees' score improvement from the first and second cycles. At the first cycle test, no one student in level very good, but 9 (50%) of trainees were in level good. Moreover, at the average level, there were 2 (11, 1%) trainees and 7 (38, 9%) trainees at the level poor. Ideally, in the second cycle, there was no one student in level poor but only 2 (11, 1%) of trainees in the level average because the other trainees improved into level good which consisted of 13 (72, 2%) of trainees and 3 (16, 6%) into the highest level, which is very good.

The Result of the Questionnaire

The instrument used by the researcher for describing trainees' responses to the implementation of role play is a questionnaire. After all the cycles were over, the researcher spread the questionnaire to all trainees to get their responses about teaching speaking using roleplay. The questionnaire result was formulated on the chart below:

Chart 4.5. Result of Questionnaire



Based on the trainees' responses toward implementing role play formulated on the graphic, all of the trainees (100%) thought that speaking was essential. On the other hand, 11

trainees (61,1 %) thought that speaking was difficult, and seven (38,9%) thought speaking was not difficult. In questions 3 and 4, all of the trainees (100%) agreed that Role Play motivated them to speak English, which stimulated them to be more confident in speaking English. Whereas, 5 (27,8 %) trainees said that they were nervous in speaking using Role Play, and 13 trainees (72,2 %) did not feel nervous in Role Play.

For the rest of the questioners, all of the trainees (100%) agreed that Role Play made them more active in speaking class and understood the ways of playing the role. Moreover, all of the trainees (100%) said that there were no obstacles in performing the role Play based on the story given, and it made them love to study English. Lastly, 15 trainees said they improved their speaking skills after implementing Role Play.

The Result of the Observation Checklist

Depending on the observation checklist, which the trainer filled in during the cycles, almost all trainees gave positive responses to teaching speaking using the Role Play strategy. For the first time in the first cycle, since the researcher started to use the Role Play strategy in teaching speaking class, some of the trainees were only sitting silent and paid no attention. They were hard to speak up when they were in the middle of playing the roles in scripts. It means that they did not show their good responses. They were confused about how to play the parts, but some were also active in presenting the roleplay. Fortunately, the situation before became better in the second cycle. The trainees were able to finish their tasks efficiently. They worked and discussed even if everyone was active. In performing the play, they did it well, thoughtfully, and fluently enough in performing the play. Through the result of an observation checklist from two cycles, the researcher compares and concludes that there were some good improvements in trainees' responses and attitudes toward the speaking activities by using the Role Play strategy.

DISCUSSION

The result of the data analyzed before makes the researcher conclude that the trainees have got a good improvement in speaking skills, including the elements of speaking even the most improved one is comprehensibility. The progress of trainees had answered the research questions.

The Trainees' Speaking Ability can be improved using the Role Play Strategy.

Speaking is a way to produce ideas, thinking, information suggestions, solutions, etc. According to Chaney & Burk (1998), speaking is building and sharing meaning through verbal and non-verbal symbols in various contexts. In speaking, the speaker combines words with sentences and paragraphs and uses a language style appropriate to a social context. Speaking is used to develop the relationship between a speaker and listener. Speaking ability is necessary to learn an English Language Learner. In learning it, you need to use Strategy, method, technique, approach, model of learning, etc. In this research, trainees' speaking ability was improved by using roleplay and solving the trainees' problems found in the preliminary study, especially the main problem: they were only sitting in silence and paying no attention. It is caused by roleplaying itself, where roleplay is practical teaching because of the voice we hear and action.

Ments, 1999 states that role play is motivational and effective because it involves activity. Roleplay can stimulate trainees to think creatively about class situations, especially what they must say to do the interaction. They were no more set in silence and paid no attention, but all of them took part in playing the roles given.

Before the treatment was implemented, the researcher gave them prompt questions by using WH questions to stimulate their brain to think about what must be done and what must be said. They seemed confused, so the researcher used the Indonesian language sometimes. The fact showed that there were only some trainees who responded well. Nevertheless, after role play was conducted in the first cycle, the trainees showed their progress. Of 18 trainees, nine trainees achieved the target expected to get a score between 17, 5, and 18, in other words. They are in level good. At the same time, nine trainees cannot achieve the expected target because the scores gained are fewer than 17, which means they are level poor and average. So, it means that the researcher still failed in implementing the role play. That is why; the researcher conducted the second cycle.

The second cycle was done with the preparation of the first cycle and more clearly treatment about role play. After doing the reflection and analyzing the data, trainees' improvement was found in the test result. There were no more trainees in level poor, and only two trainees in level average with the scores of 14, 5, and 15, 5 and 15 trainees were in level good with the score between 17 and 20, and then three trainees got the score between 21 until 24 which led them into the highest level of very good. The researcher concluded that trainees' scores improved and showed that role play could be used in teaching speaking classes.

The Aspects of Speaking Skills improved after using the Role Play Strategy.

Based on the scoring rubric from PALS, which is known as Performance Assessment for Language Trainees, there were six elements of speaking as follows: task completion, comprehensibility, fluency pronunciation, vocabulary, and language control. Task completion here means the researcher sees how far trainees' activities play the roles based on the characters in the text's story and their ability to complete or instruct the dialogue well. Comprehensibility means seeing the trainees' comprehension of roleplaying itself, including the ways to play. Fluency means they never stick or flow naturally in speech. Pronunciation means whether trainees' speech can be understood easily by the listeners or not. Vocabulary means the trainees can use a variety of vocabulary. Language control means they can use the sentences grammatically. The result described before formulated that the speaking element that has more progress for trainees was comprehensibility. It could be measured by trainees' scores from the first and second cycles. In the first cycle, none got the point of 4 in each element of speaking, but fantastically, they could show their progress in the second cycle; 15 trainees got the point 4 as the higher score in element comprehensibility.

The Trainees' Responses toward the use of Role Play Strategy

Killen (1998) wrote that Roleplay strategy is a teaching speaking activity to motivate, explore historical or contemporary situations, and develop their communication skills. In contrast, He also said that the Role Play strategy probably makes it difficult to take on the roles

properly if they are not well briefed on what to do, role play can be time-consuming, and trainees who are not prepared well, they may not take it seriously. Furthermore, he also stated some disadvantages of Role Play, like trainees would find it challenging to take on the role properly if they are not well briefed on what to do or may not take it seriously. However, the fact was fantastical. They showed very well participation in playing the roles.

From a questionnaire that contained ten questions, the researcher found that trainees have got improvement in speaking after Role Play was implemented. Before the treatment was applied, the trainees lacked the confidence to say, think, and produce their opinion. After treatment, their speaking was improved because Role Play built up their confidence and motivation and provided enough opportunity to express their opinion, making them more confident and more active in speaking activities. Besides, during the Role Play was implemented, they felt like they were in the rill circumstance because they played the role of different characters. For the last word, they said they have to be responsible with the characters given, so this situation made them feel free to perform the play.

CONCLUSION

The primary purpose of this research is to improve trainees' speaking ability at ELTA Maluku and North Maluku, and the result shows that the trainees' speaking was improved. By applying the Role Play Strategy in teaching speaking, the trainees can be more active and cooperative in speaking activities. Role Play Strategy can motivate trainees to speak freely and express their ideas. The trainees' problems that the researcher and the trainer found after evaluation in the first cycle can be improved in the second cycle. Role Play Strategy could have a positive effect on the trainees. Based on the trainees' opinions in the questionnaire sheet, they agreed and expected to apply Role Play to improve their speaking ability. The researcher can conclude that the Role Play Strategy successfully improves trainees speaking ability at ELTA Maluku and North Maluku.

SUGGESTION

The researcher offers some suggestions for dealing with this research. First of all, the Strategy is proper and a great way for the ELTA trainers to change the teaching style. Role Play Strategy can be used as an alternative way in the teaching process to improve trainees' speaking ability. Secondly, this research can motivate trainees to improve their speaking ability. Last but not least, this research can be a valuable reference for further researchers interested in conducting research on the same topic but in different areas of skill and levels of students.

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