



ROLE PLAY IMPLEMENTATION THROUGH COMMUNICATIVE APPROACH IN ENGLISH LANGUAGE TEACHING

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ABSTRACT

This conceptual article examines how Communicative Language Teaching (CLT) is applied in English language classes, emphasizing the role-playing method as a method of improving speaking abilities. CLT places a strong emphasis on genuine communication with the goal of enhancing students' confidence, accuracy, and fluency. The difficulties and possibilities of using role play as a teaching strategy are covered in the article, along with issues like instructor readiness, class size, learner anxiety, and motivation. Even though effective implementations have demonstrated notable gains in students' speaking skills, a number of studies draw attention to role play's drawbacks, including a lack of preparation, a variety of learner expectations, and poor instructor leadership. According to the results, the success of role play under CLT depends on the teacher's capacity to give precise directions, foster a positive learning environment, and adjust to the needs of each individual student. When used properly, role play helps to promote active engagement and real-world communication. However, in order to make full use of its potential in English language instruction, challenges like student fear and disengagement must be addressed. The article ends with suggestions for improving the use of CLT through role-playing, stressing the value of instructor assistance and specialized teaching techniques to accommodate a range of learning environments.

Keywords: CLT, Speaking Skill, Role Play, EFL

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INTRODUCTION

Communicative Language Teaching (CLT) is an approach used in English language teaching that focuses on helping students use the language in real-life situations. Instead of just learning grammar rules, CLT emphasizes speaking, listening, and interactive communication. The goal is for students to use the language confidently and effectively in everyday conversations (Richards & Rodgers, 2014). When it comes to improving speaking skills, CLT is a helpful approach because it encourages students to practice speaking in various situations, boosting their confidence and fluency. However, even with CLT, many students face challenges in developing their speaking abilities. These challenges are important to understand because they can affect how well students learn to communicate in English.

One key issue students face is motivation. Some students show low motivation towards English due to the ineffectiveness of the technique used in the large classes (Darmawan et al.,



2020). Another challenge is the teaching methods and implementation in classrooms. Teacher's lesson plans did not appropriate with the principles and methods of CLT approach (Sadri et al., 2024). Lots of suggested techniques were either not fully written into the lesson plan or not implemented in the classroom effectively. Therefore, students lack speaking performance (Yasin et al., 2017). It is also supported in another study that English teachers were not able to apply CLT approach to enhance students' speaking skill so that students had difficulty (Haliwanda, 2021)). In higher education, students have low ability in speaking since lecturers employ teaching strategies ineffectively (Darmawan et al., 2020). Traditional teaching methods such as Grammar Translation are also used by many teachers. Hence, students become passive learners and it limits opportunities for active engagement and practice in speaking.

Class size can also affect how well CLT works. In large classes (30-40 students), students may not get enough chances to speak, and teachers may not be able to give enough attention to each student. This means some students experience ineffective communicative activities (Darmawan et al., 2020). Otherwise, speaking in front of people makes a lot of students nervous. This indicates that they don't think they can speak clearly. Lack of confidence might cause students insecure from speaking, which limits their ability to get better (Haliwanda, 2021). When someone feels anxious or uncomfortable in social situations, they are said to be shy. Considering the significance of speaking practice is for language acquisition, this could be an important issue. Students lose out on opportunities to practice and develop if they are very shy.

Finally, a lack of vocabulary is another common problem. The words that a person knows and can use are referred to as their vocabulary. Students will find it difficult to express their ideas clearly if they lack enough words. Students can get frustrated and less motivated to communicate as a result of this vocabulary gap because they think they won't be able to express themselves clearly (Haliwanda, 2021). Students who know more vocabulary are more capable of comprehending what they read and hear. Additionally, it allows people to communicate their ideas and emotions more effectively (Sutanto et al., 2022). As English language learners to comprehend the language, they must acquire new vocabulary.

From the explanation above, Teaching methods and implementations have become important parts in CLT to be observed further because they can influence students' motivation ability and other factors in speaking English. This research will simplify the one of Communicative Language Teaching techniques which investigate role play in order to be implemented by Elementary teachers in English-speaking classrooms well.

LITERATURE REVIEW

Speaking Ability

Speaking is recognized as a crucial component of language learning, serving as a primary means of communication in various contexts, including, social interaction, education, and professional environments. Mastering speaking skill is essential for students to express themselves clearly and confidently in English. Speaking practice is crucial for a successful



speaking performance, particularly when it comes to public speaking and the level of accuracy that students are trying to reach, claims Amin (2004).

Additionally, according to Alrashidi (as cited in Haliwanda, 2021), speaking in front of an audience involves a certain level of skill, and students get a variety of benefits or qualities by speaking, which is highly beneficial for learning English as they practice communicating with one another in everyday situations. The teacher must be able to control and sustain the environment and state of teaching in order to make English instruction, and speaking in particular, enjoyable and engaging.

One of the four language skills that are crucial in the context of international communications is speaking. Based on Nunan (as cited in Wahyuni et al., 2021) suggested that the four abilities should be explained in terms of their direction while teaching languages. Three aspects of speaking are fluency, accuracy, and clarity. Fluency refers to speaking smoothly and without hesitation, accuracy involves the correct use of grammar and vocabulary, and clarity refers to the intelligibility of speech, including aspects like intonation and volume (Haliwanda, 2021). The CLT approach places a strong emphasis on developing communicative ability. According to Hymes (as cited in Wahyuni et al., 2021), it is communicative competence, or "the ability to use linguistic knowledge of language appropriately in a variety of social situations".

However, Yule (as cited in Nggawu & Thao, 2023) contends that certain discussions are interactive and meant to build or preserve a relationship. This latter type is sometimes referred to as interpersonal language use. It has a significant social function in lubricating the wheels of interpersonal communication. Small conversation, compliments, and greetings are a few instances of interactional language use. It appears that listener-oriented language is employed in the interactional mode. This kind of speaker's speech usually consists of a few turns.

Communicative Language Teaching

One of the teaching and learning strategies that emphasizes authentic communication from the very first minute of class is CLT. Teachers that employ the CLT approach usually teach in the target language and won't accept responses from students who use their mother tongue. In the indirect and natural style, the teacher only emphasizes reading and listening skills (Goram & Subekti, 2022). CLT is employed as a continuation approach in the training of speaking skills. This method's learner-centeredness and emphasis on communication and real-world scenarios have been demonstrated.

Communicative language teaching is described by (Yasin et al., 2017) as a collection of ideas regarding the objectives of language instruction, the methods by which students acquire a language, the types of classroom exercises that promote learning, and the roles that teachers and students play in the classroom. There is currently no unqualified agreement on what CLT means. However, some writers thought it was a strategy that promoted language use as a communication tool. The literature introduces and describes CLT in a variety of ways Harmer (as cited in Yasin et al., 2017).



A communicative language approach is a method for teaching foreign or second languages (Richards and Schmidt as cited in Nggawu & Thao, 2023). It highlights that communicative competence, which aims to make meaningful conversation and language use the main emphasis of all classroom activities, is the aim of language acquisition. Therefore, the main goal of CLT is to improve students' communication skills, which enable them to communicate successfully in a foreign language (Halliday as cited in Nisha, 2024).

CLT focuses on developing communicative competence, which includes not only grammatical proficiency but also the ability to use language effectively in real-life situations. This approach is essential in today's globalized world, where effective communication in English is crucial for academic and professional success (Darmawan et al., 2020). This concept is introduced by Dell Hymes. It also encourages the knowledge of how to communicate effectively within a speech community to students. He emphasizes that a speaker must understand the context and appropriateness of their speech to be communicatively competent which includes grammatical, sociolinguistic, strategic (Yasin et al., 2017). As an example, a lot of CLT advocates use exercises for role-playing (Tweedie & Johnson as cited in Haliwanda, 2021).

Although there are many different definitions of CLT, all of them are predicated on the following broad presumptions or characteristics such as through actively engaging learners in target language contact. The main goal of language acquisition is to enable meaningful communication (Abdelmageed et al., 2020). The researcher claims that communicative competence includes being able to understand different kinds of texts, knowing how to use the language in different contexts, knowing how to modify language use based on participants and settings (formal and informal speech), and and so on.

Techniques Of Communicative Language Teaching

Communicative Language Teaching (CLT) employs various techniques aimed at enhancing learners' ability to communicate effectively in real-life situations. One of the objectives of CLT is to improve accuracy and fluency, thus teachers who utilize it should employ a variety of exercises to achieve these aims (Wahyuni et al., 2021).

Additionally to Richards (as cited in Haliwanda, 2021), has proposed a few exercises that can be used in a CLT classroom. Among the activities are the following: 1) Information gap activities suggest that in order to do a task, students may use, search for, or locate missing vocabulary, grammar, and/or communications; 2) Jigsaw activities provides the class is split up into groups, and each group or individual has a portion of the data required to finish an activity. In order to engage in meaningful communications practice and communicate effectively, they must do so using their own language; 3) Picture series ask a student or group of students to describe a story using a sequential set of images. Initially, the images may need to be arranged in a certain order; 4) Storytelling which is the art of orally telling folk or fairy tales, fables, mythology, folklore, and unique stories; 5) Debates and group discussion are tasks that require



generating new conclusions from preexisting knowledge using techniques like inference and practical reasoning. Engaging students in group discussions also fosters meaningful communication. Students can share their thoughts with others and contrast their own and others' views, values, and perspectives while practicing their speaking skills (Richards, 2006, p. 18); and 6) Role play is an activity where students are given roles and use knowledge or suggestions to create a scene (Chitravelu as cited in Yasin et al., 2017).

Role play in this study will be highlighted because it allows students to act out different scenarios, which helps them practice language in context. This technique encourages spontaneity and fluency, as students must think on their feet and respond naturally to their peers. Students are placed in a completely or partially made-up scenario in order to participate in a certain task while using the role-play model or technique (Nguyen, 2021).

Communicative Language Teaching Implementation in EFL

There are several Literature reviews about the implementation of CLT. First is the study from Yasin et al., (2017) with the title 'Communicative Language Teaching (CLT) for Teaching Speaking'. It discusses the implementing CLT for teaching speaking skill, it applied several techniques, one of them is role play. The result of applying role play is failure.

The second study is from Haliwanda (2021) with the title 'The Effect of Using Communicative Language Teaching (CLT) Approaches In Teaching Speaking'. It discusses the impact of implementing CLT on a student's speaking skill. This study applied role play as a technique of CLT. Unlike the first study, the result of this study shows that there is significant improvement of a student's speaking skill after being treated by CLT.

The third study is from Rahmatillah (2019) with the title 'Communicative Language Teaching (CLT) Through Role Play and Task-Based Interaction'. This study discusses several topics, one of them is whether CLT based on Role Play and Task-Based Instruction are best implemented in teaching English. The result shows that CLT through Role Play and Task-Based Instruction is best implemented. It also helps students to increase their speaking skill.

Furthermore, the study entitled 'Role-play and Speaking Anxiety: A case study in an online english speaking class' by (Goram & Subekti, 2022). The study showed that role-plays alone may not engage all learners effectively. Therefore, teachers are encouraged to explore alternative activities, such as online games or fun talk shows, to foster participation and reduce anxiety. Besides, learners expressed fear of making mistakes during role-plays so that this activity can not be implemented well.

Finally, the study from (Putri & Putri, 2022) entitled 'The effect of role play on the students' public speaking skills' elaborated that role play technique did not have a significant effect on improving students' public speaking skills among students at Senior High School of Cerdas Murni Islamic Schools. Role play had limitations in practicing public speaking skills.



FINDING AND DISCUSSION

From the first study, it shows a failure of implementing CLT particularly in role play techniques. The teacher did not give a clear direction when asking students to make a role play. The teacher only provides students with informational flash cards; they are not given more detailed instructions on what they are expected to do. It was discovered that the methods used in the role play were not entirely similar to the stages listed in the instructor's lesson plan.

The second study shows that the implementation of CLT was successful. It indicates that the teacher offered several recommendations to improve speaking abilities and vocabulary in order to explain everyday tasks. The sample was given for a role play by the teacher. The students were allowed to ask how to speak in a good way. So that, the students can improve their fluency and accuracy of speaking.

Same as the second study, the third study shows the success of implementing CLT. The teacher gives freedom to the students to learn by himself. The material can be given by the teacher or sometimes the students prepare their own material from the topic given by the teacher. The students also learn not to feel worried about making mistakes. Therefore, CLT through role play can bring the students more active to have oral communication.

Role play is a widely recognized method for enhancing speaking skills in language learning, yet its implementation in English speaking classes may not be effectively executed because of some reasons. Firstly, learner anxiety when participating in this activity such as nervousness, fear of making mistakes, or even silence during performances. It happened in one of the previous studies. Then, not all learners voluntarily participate in role plays and only a small number of students were willing to engage without being called upon by the teacher. Lack of teacher support also becomes an obstacle so that learners may feel discouraged. Last reason comes from diverse learner needs because role play may not suit all types of learners. Some of them may thrive in activity situations, others might struggle with their nervousness.

Some reasons which cause role play couldn't be implemented effectively are also found in one of studies. Many students struggle with confidence when asked to perform in front of their peers. It negatively impacted their willingness to participate and perform effectively. Besides, students expressed a preference for delivering speeches in their own style rather than adopting a character or role. They may feel more comfortable and authentic when speaking as themselves, which can limit the effectiveness of role play as a teaching method. Furthermore, insufficient preparation is a problem. If students do not receive sufficient guidance or if the material is not engaging, they may struggle to immerse themselves in the role play, leading to a lack of meaningful practice in public speaking. Lastly, Teacher's role is also very crucial in this activity because teachers' ability to facilitate the activity and address any issues that arise can support the role play successfully.

Therefore, this study will develop the concept and make it easier in implementation for elementary teachers who would like to teach speaking by using role play because it can be an effective and enjoyable method. The main objective is to help students practice speaking English



confidently, familiarize them with simple vocabulary related to daily activities, and reduce their anxiety when speaking in front of others. To achieve this, teachers can follow a simplified approach that makes the learning process both engaging and stress-free.

Firstly, teachers should select simple and familiar themes for role play, such as shopping at a market, ordering food at a restaurant, or having a conversation at school. These themes are relatable to students' everyday lives, making the activity more meaningful. Before starting the role play, teachers should provide a short example (modeling) to show students how the conversation might flow. For example, the teacher might act as a customer asking for an apple while a student plays the role of a shopkeeper. This example helps students understand what is expected of them. Clear instructions are essential for the success of role play. Teachers can prepare simple role cards with specific tasks, such as, "You are the customer. Ask for two bananas and a bottle of water," or "You are the shopkeeper. Sell bananas and water." Providing detailed instructions ensures that students feel guided and supported. Students can start by practicing in pairs or small groups to reduce nervousness. The teacher can walk around the classroom, offering help to students who may struggle.

After practicing in pairs, a few groups are able to be invited to perform their role plays in front of the class. Teachers should create a supportive environment by praising students for their efforts, even if they make mistakes. Positive reinforcement, such as saying "Good job! You are so brave!" or "Great effort! Keep practicing!" can boost students' confidence and encourage them to participate more actively. For students who feel uncomfortable playing a character, teachers can give them the option to speak as themselves. This allows them to practice speaking in a way that feels more natural and less intimidating. Additionally, teachers can give students the freedom to choose themes or topics they enjoy, further enhancing their engagement. To close the activity, teachers can hold a reflection and discussion session. Students can share what they liked about the activity and what they found challenging. This is also an opportunity for teachers to introduce new vocabulary or phrases based on the students' feedback. By addressing challenges such as anxiety, lack of preparation, or diverse learner needs, teachers can create a positive and effective learning experience.

CONCLUSIONS

Role play under CLT enhances students' speaking confidence, accuracy, and fluency when executed effectively, as demonstrated by some research. Students can actively participate and learn without fear of making mistakes when teachers provide freedom, clear instructions, and supportive surroundings. This makes it possible to practice real-world oral communication.

Nevertheless, barriers include learner anxiety, lack of voluntary involvement, inadequate planning, and a variety of learner needs often limit its effectiveness. Without teacher assistance, children could feel depressed or unable to participate completely. Furthermore, the effectiveness of role play could be affected by incorrect teaching strategies, such as lack of direction or overly strict exercises.



Teachers should concentrate on establishing a welcoming and encouraging classroom atmosphere in order to optimize the benefits of CLT for speaking. This entails offering understandable, interesting content, attending to the specific needs of each student, and creating a secure environment for experimentation and education. It is possible to guarantee more student involvement and skill development by modifying the method to suit different comfort and confidence levels.

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