



Roleplay Based English Language Learning Strategies and Interactive Programs to Improve the Speaking Skills and Interest of Elementary School Students in Rural Areas in Indonesia - Systematic Literature Review

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Article Info	Abstract
Article History Received: 2024-11-11 Revised: 2024-12-23 Published: 2025-01-21 Keywords: <i>Roleplay; English Learning; Interactive Strategies; Speaking Skills; Rural Areas; Learning Interest; Community Service.</i>	<p>This study aims to analyze the effectiveness of roleplay-based English learning strategies and interactive programs in improving the speaking skills and interest of elementary school students in rural areas in Indonesia. Through a systematic literature review, various community service activities conducted by the team from the Nursing Study Program at STIKes Mitra Husada Medan have shown positive responses from various parties, including religious leaders, community leaders, and local government. These activities combine theory (60%) and direct practice (40%), where the roleplay method has proven effective in improving the English-speaking skills of children aged 10-13 in Bangun Sari Village, Silau Laut District. The findings of this study emphasize the importance of early English language learning in the era of globalization. Interactive, media-based, and game-based methods have been proven to increase students' interest, motivation, and speaking skills. These innovations are expected to address challenges such as limited resources and learning support in rural areas, reducing the quality gap in language education between urban and rural regions. Thus, children in villages will have greater opportunities to compete globally.</p>
Artikel Info	Abstrak
Sejarah Artikel Diterima: 2024-11-11 Direvisi: 2024-12-23 Dipublikasi: 2025-01-21 Kata kunci: <i>Bermain Peran; Pembelajaran Bahasa Inggris; Strategi Interaktif; Keterampilan Berbicara; Daerah Pedesaan; Minat Belajar; Layanan Masyarakat.</i>	<p>Penelitian ini bertujuan untuk menganalisis efektivitas strategi pembelajaran bahasa Inggris berbasis roleplay dan program interaktif dalam meningkatkan keterampilan berbicara dan minat siswa sekolah dasar di daerah pedesaan di Indonesia. Melalui kajian pustaka sistematis, berbagai kegiatan pengabdian kepada masyarakat yang dilakukan oleh tim dari Program Studi Keperawatan STIKes Mitra Husada Medan telah menunjukkan respon positif dari berbagai pihak, termasuk tokoh agama, tokoh masyarakat, dan pemerintah daerah. Kegiatan ini menggabungkan teori (60%) dan praktik langsung (40%), di mana metode roleplay terbukti efektif dalam meningkatkan keterampilan berbicara bahasa Inggris anak usia 10-13 tahun di Desa Bangun Sari, Kecamatan Silau Laut. Temuan penelitian ini menekankan pentingnya pembelajaran bahasa Inggris sejak dini di era globalisasi. Metode interaktif, berbasis media, dan berbasis permainan terbukti dapat meningkatkan minat, motivasi, dan keterampilan berbicara siswa. Inovasi-inovasi ini diharapkan dapat mengatasi tantangan seperti keterbatasan sumber daya dan dukungan pembelajaran di daerah pedesaan, sehingga dapat mengurangi kesenjangan kualitas pendidikan bahasa antara daerah perkotaan dan pedesaan. Dengan demikian, anak-anak di desa akan memiliki peluang lebih besar untuk bersaing secara global.</p>

I. INTRODUCTION

English has become the main communication tool in the rapidly growing era of globalization. During technological advances and openness of information, English functions as a universal language that connects various cultures and societies throughout the world (Abdulloh et al., 2022; Gusti et al., 2021). English language skills are not only important for communicating, but are also the key to accessing global information, advancing careers, and actively participating in international society (Yuniawatika et al., 2023). Therefore, learning English from an early age is very important, so that children have a strong foundation to face global challenges.

Language education in early childhood is the main foundation in children's cognitive and social development. At this stage, children's curiosity is very high, so language education, including English, can provide great benefits (Fahmi & Rantika, 2021). Fun teaching methods, such as through songs, games and pictures, can help children learn English in a way that is fun and not boring (PG-Paud & Khairun, 2015). In addition, it is hoped that introducing English from an early age can speed up the process of children's adaptation to more complex language structures, such as those they will learn at further levels of education.

However, in some areas, especially in villages such as Sukasari Village and Sidomulyo Village, English language learning is still very limited. In Sukasari Village, for example, English subjects are not integrated into the national basic education curriculum and are only taught in local content with a minimal approach (Matondang, 2005). This condition causes children in the village to have difficulty understanding and mastering English well, both because of limited teaching resources and because of a lack of motivation from their parents and the surrounding environment. Not infrequently, students feel that English is a difficult subject and is not relevant to their daily lives, especially in areas where they are rarely exposed to foreign cultures.

A similar problem was also found in Sidomulyo Village, Sawahan District, Madiun Regency, where the low level of digital literacy and parents' lack of understanding of the importance of English meant that learning assistance at home was very limited. This condition is exacerbated by the low level of education of parents which means they are less able to provide support for their children's learning (Yamin, 2017). English language learning in this village faces major challenges, mainly related to the lack of student motivation and the inability of parents to provide adequate assistance at home.

In facing these challenges, various innovations in teaching English are very necessary, especially those involving methods that are fun and relevant to children's lives. One approach that can be implemented is the "English Fun" program, which aims to make English learning more interesting through educational games, visual media and group activities (Ramdan & Febianti, 2024). This program is expected to increase students' motivation and interest in learning English in a more interactive and fun way.

Fun English education, which combines various games and interesting materials, is also expected to overcome students' fear and anxiety in using the language. In many rural areas, such as Pesaban Village, students often feel insecure when speaking English, because they rarely interact with the language outside of class (Zulfikar & Pebriyana, 2024). By using a game-based approach, students are expected to be more confident and more motivated to be involved in the learning process.

As a concrete step to overcome this problem, community service programs are very necessary, such as those carried out by the Amlapura Hindu Religion STKIP English Language Education Study Program with the "English for Kids" program. This program aims to provide English language teaching to elementary school children in Bugbug Village, Bali with a fun approach and using various interesting media to attract students' interest in learning (Widiastuti et al., 2021). Through programs like this, it is hoped that children in the village can gain basic knowledge of English, which will be an important asset for them in facing an increasingly connected world.

II. METHOD

This research uses a literature study method to analyze the roleplay approach in learning English at an early age. The literature study method was chosen because it allows researchers to collect, study and synthesize various relevant sources in order to gain an in-depth understanding of the topic discussed (Sugiyono, 2018). The following are the stages of this research:

Stage 1: Topic Identification and Problem Formulation The first stage in this research is identifying the topic to be researched and formulating the research problem clearly. The researcher determined that the focus of the research was to analyze the roleplay approach in learning English at an early age.

Stage 2: Literature Search and Collection After the problem formulation was determined, the researcher conducted a search for relevant literature. The literature searched includes scientific journals, books, articles, research reports, and other academic sources that discuss analyzing the roleplay approach in learning English at an early age. Researchers use academic databases such as Google Scholar to access these sources. Keywords used in the search included "learning English," "early age" and learning English in the village."

Stage 3: Literature Selection and Evaluation After collecting relevant literature, the researcher selected the literature that best suited the research topic. Selection criteria include relevance to the topic, credibility of the source, and year of publication. The researcher then evaluates the quality of each selected literature, paying attention to the methodology used, main findings, and conclusions drawn by the authors of the literature.

Stage 4: Literature Analysis and Synthesis. At this stage, the researcher carried out an in-depth analysis of the selected literature.

Stage 5: Preparation of Research Report The final stage is the preparation of the research report. Researchers prepare a report that includes the background, objectives, methodology, analysis results, and conclusions of this research. The report was prepared systematically and comprehensively to provide a clear picture of the effectiveness of the roleplay approach in learning English at an early age, as well as the practical implications that can be drawn from the findings of this research.

The following are the results of research regarding the effectiveness of roleplay in learning English at an early age based on literature studies from various sources. The data from this research are presented in tabular form to facilitate understanding, namely as follows:

Table 1. Research Data

No	Author	Research Title	Research Year
1	Batubara, Z., Marta, M., & Agussamad, I.	Pengajaran Bahasa Inggris Menggunakan Metode Roleplay Untuk Meningkatkan Kemampuan Berbicara Bahasa Inggris Pada Anak Usia 10-13 Tahun Di Desa Bangun Sari (Teaching English Using the Roleplay Method to Improve English Speaking Skills in Children Aged 10-13 Years in Bangun Sari Village)	2023
2	Sucihati, Theresia Budi, and Puput Jianggimahastu LS	Pembelajaran Bahasa Inggris Anak Sekolah Dasar Sebagai Upaya Meningkatkan Kemampuan Berbicara Di Desa Sidomulyo (Learning English for Elementary School Children as an Effort to Improve Their Speaking Skills in Sidomulyo Village)	2023

3	Artini, Ni Kadek, and I Wayan Numertayasa	Program 'English Fun' Untuk Meningkatkan Minat dan Motivasi Siswa di Sekolah Dasar Desa Pesaban ('English Fun' Program to Increase Student Interest and Motivation at Pesaban Village Elementary School).	2024
4	Nilayani, S. A. P., Udayanti, L. M., Saputra, I. G. W. B., & Dianthi, N. W. A. S.	Pengabdian Masyarakat English for Kids (Belajar Bahasa Inggris untuk Anak-Anak) Sekolah Dasar di Desa Bugbug Kecamatan Karangasem Kabupaten Karangasem (Community Service English for Kids (Learning English for Children) Elementary School in Bugbug Village, Karangasem District, Karangasem Regency)	2024

The community service program on teaching English using the roleplay method aims to improve English speaking skills in children aged 10-13 years in Bangun Sari Village. With this approach, it is hoped that students can increase their interest and English-speaking skills, so that it can help students in their efforts to master English more effectively. This program is implemented in the form of interactive activities designed to make students feel more interested and confident in speaking English.

The "English Fun" program implemented in Pesaban Village, Rendang District, Karangasem Regency, Bali is designed to provide a fun English learning experience for elementary school students. This program is held once a week on Wednesday with a duration of 90 minutes per session. The first stage in implementing this program is observation and identification of school needs, which include existing facilities, teacher competency, as well as student interest and motivation towards English lessons. After

the preparation stage, the program was implemented at SD N 2 Pesaban for grades 4, 5 and 6 for 1.5 months, then continued at SD N 1 Pesaban with the same pattern. Each lesson session begins with prayer together and icebreaking to create a pleasant atmosphere, followed by a presentation of the material followed by games to motivate students to learn, and closes with an evaluation to find out the extent of students' understanding. In implementing this program, the research method used is a qualitative descriptive approach which prioritizes direct observation of the learning process, followed by interviews and documentation to evaluate the extent to which the roleplay method can improve students' speaking abilities.

Community service also applies direct mentoring methods, which aim to provide deeper learning experience and ensure a better understanding of the material being taught. This program was implemented in Bugbug Village, Karangasem District, Bali in May 2023. In its implementation, various tools such as whiteboards, markers and illustrations were used to support the learning process, with material adapted for elementary and junior high school students. The classroom research method was applied to see how direct assistance can influence students' understanding in using English actively. Students are divided into study groups and discussion groups, which are facilitated by the author to provide more intensive guidance.

Overall, this research combines a results-based evaluation approach, which allows researchers to assess from the literature perspective that media-based (roleplay method) and game-based interactive learning processes have an impact on increasing children's interest, motivation and English-speaking skills in early age.

III. RESULT AND DISCUSSION

Community service carried out in various areas, such as Bangun Sari Village, Sidomulyo Village, Bugbug Village and Pesaban Village, shows the success of using interactive learning methods in improving English speaking skills in children aged 10-13 years. One of the methods used is roleplay, which combines theory and direct practice in learning. In the service activities carried out in Bangun Sari Village in 2020, apart from 60% of the theory provided, there is also 40% direct practice which allows participants to directly practice what they have

learned. The use of media such as flashcards in learning health-related vocabulary also plays an important role in attracting students' interest and improving their speaking skills. This program, which was initiated by STIKes Mitra Husada Medan and the Head of Bangun Sari Village, involved 15 children with an implementing team consisting of lecturers and students. The success of this program is reflected in the enthusiasm of the participants who actively participate in each session.

Similar success was also found in the service carried out in Sidomulyo Village, Sawahan District, Madiun Regency. Game-based learning involving basic vocabulary such as self-introduction, greetings, and spelling has proven to be effective in improving children's English language skills. Here, children not only learn passively, but also actively participate in activities that hone their skills in pronouncing vocabulary and understanding language structures. However, even though this method succeeded in attracting participants' interest, some children, especially in grade 2 elementary school, still had difficulty memorizing vocabulary. As stated by Roestiyah (2012), the discovery learning method can help overcome this problem, by fostering enthusiasm for learning and improving students' cognitive skills. This is in line with the objectives of the service program which focuses on developing speaking abilities and social skills through fun and participatory activities.

At SDN Pesaban, Bali, the success of the "English Fun" program adds to the evidence that the use of games in learning English can increase students' motivation and interest in learning. By involving interactive games adapted to the material being taught, such as recognizing fruits in English, students not only memorize vocabulary but also learn to work together and communicate in the target language. This method, which combines elements of competition and cooperation between students, creates a dynamic and enjoyable learning atmosphere. The use of word search games to improve students' memory of fruit vocabulary has proven to be effective. Apart from that, this activity also introduces visual-based teaching using flashcards, which can make it easier for students to remember and understand the words being taught. Through this method, students not only learn English but also feel more confident in using it in everyday situations.

Emphasis on using learning media that suits students' needs is also the key to the success of this program. As explained by Hidayat et al. (2023), the use of media in teaching can increase student concentration and understanding. This is in line with the development of teaching methods that combine music and songs to make learning more fun and less boring. Effective learning media, such as flashcards and pictures, have a very important function in clarifying students' understanding of the material being taught. This was also proven in research conducted by Rahmandani et al. (2018) which states that appropriate learning media can make the learning process more effective and provide additional motivation for students. Using this media, students are expected to be able to remember and understand the learning material better.

Overall, community service carried out in various villages and elementary schools shows that learning approaches involving interactive media and games, as well as an emphasis on roleplay and discovery learning, are successful in improving children's English-speaking skills. This is also in line with the findings of Gasong (2018) and Jainiyah et al. (2023) which underlines the importance of learning media in creating a learning environment that supports and motivates students to actively participate in the learning process as is done in Bugbug Village, Bali. Thus, it is hoped that the use of these methods in teaching English at the early age level will continue to grow and have a positive impact on improving students' English language skills in the future.

IV. CONCLUSION AND SUGGESTION

A. Conclusion

The results of community service activities carried out by the team from the STIKes Mitra Husada Medan Nursing Study Program show that the implementation of this activity received a positive response from various parties, including religious leaders, community leaders and the local government. Community enthusiasm is very high, as evidenced by the presence of participants who actively take part in this activity. This community service activity combines theory (60%) and direct practice (40%), which allows participants to practice English teaching methods using roleplay, which has been proven to be effective in improving English speaking skills in children aged 10-10.

13 years old in Bangun Sari Village, Silau Laut District. This finding is in line with research which shows that the roleplay method can improve students' communication skills and self-confidence (Hidayat et al., 2023).

Apart from that, community service activities in Sidomulyo Village also resulted in positive developments in the English learning patterns of elementary school children in grades 2-5. Children in this village now have better abilities in operating English learning media such as WhatsApp, Google Drive, Google Translate, and YouTube. The increase in children's creativity to play an active role in educational activities in the village is very visible, and they are also now able to carry out basic communication in English, such as greetings and self-introduction. Through this, it is hoped that it will be the first step to improve English speaking skills among elementary school children, and can be expanded to other levels of education, such as PAUD, SMP and SMA (Roestiyah, 2012).

Furthermore, the "English Fun" program implemented at SD N 1 Pesaban and SD N 2 Pesaban showed very positive results in increasing students' interest and motivation in learning English. This program, which integrates an educational game-based learning approach, such as the "Guess the Missing Word" game and the use of flashcards, succeeded in improving students' understanding of English vocabulary. Material such as "Fruits" and "Body Parts" is presented in a fun and easy to understand manner. Through this method, students do not just learn passively, but they are directly involved in the learning process which encourages them to participate actively. The success of this program can be used as a model for implementing similar educational approaches in other schools, especially in rural areas. The use of games and visual media in learning English has been proven to improve students' memory and provide a fun and productive learning experience. It is hoped that this experience will strengthen students' English language skills and prepare them to compete internationally (Sudrajat, 2015).

In addition, learning English from an early age is very important to overcome the impact of globalization, where English has become an international language. Learning English in early childhood needs to be done in stages, starting with simple basics, such as songs and

games that make the learning process fun. Parents also play an important role in supporting English learning at home, even with limited time, because this can accelerate the development of children's English skills. Fun learning will make children more motivated to learn and contribute to the development of their English language skills in the future (Jainiyah et al., 2023).

Overall, the results of various community service activities show that interactive, media-based and game-based learning approaches can increase interest, motivation and English-speaking skills in children at the elementary level. It is hoped that the application of this method will have a long-term impact on English language learning in rural areas and open opportunities for the development of more creative and innovative education.

The importance of learning English from an early age cannot be denied, especially in the era of globalization which is full of challenges and opportunities. Learning English can help children to access global information, advance their careers, and participate actively in international society. However, in some rural areas, obstacles such as limited resources, low parental motivation, and lack of learning support at home are still the main obstacles. Therefore, innovations in learning methods and community service programs that involve fun and relevant approaches are urgently needed to improve English mastery among children in villages. These programs are expected to reduce the gap in the quality of language education between urban and rural areas, as well as open up opportunities for children to compete globally.

B. Suggestion

The discussion related to this research is still very limited and requires a lot of input, suggestions for future authors are to study it more deeply and comprehensively about Roleplay Based English Language Learning Strategies and Interactive Programs to Improve the Speaking Skills and Interest of Elementary School Students in Rural Areas in Indonesia.

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