STUDENTS' PERCEPTION OF USING ROLE-PLAY TECHNIQUE IN LEARNING SPEAKING

Laelati Madarina[1], Sahuddin[2], Amrullah[3]
[1][2][3] English Education Department, Faculty of Teacher Training and Education,
University of Mataram, Indonesia
*Corresponding Author: *laelati99@gmail.com*

Abstract: The purpose of this research is to discover the students' perceptions of utilizing the role-play technique in learning to speak and to determine whether the role-play technique is acceptable for students' speaking skill development. There were 34 students from the eleventh-grade students at SMAN 1 Bolo Bima participated in this research. The data were gathered through a questionnaire, interview, and performance on a speaking exam. Based on the findings, the students' opinions of employing the role-play technique can be categorized positive. Meanwhile, the students' performance on the speaking test improved by 55.88 percent from pre-test to post-test. In conclusion, the role-playing technique is appropriate for the development of students' speaking skills.

Keywords: perception; role-play; speaking

INTRODUCTION

English is a global language used to communicate amongst countries around the world. It is a foreign language and a required subject at every level of education in Indonesia, from elementary school to university. Students must be able to communicate in English as a foreign language by using the four skills; speaking, listening, reading, and writing. In learning a language, one of the most crucial abilities is uploading the language, or the capacity to talk. Speaking is an oral communication method for expressing feelings, thoughts, and ideas, as well as passing on information to others. The capacity of English learners to communicate effectively in English determines their success. Knowing how to speak a language entail not just knowing the vocabulary and structure of the language, but also knowing how to employ it in conversation.

However, there are certain issues with the student's capacity to talk. Starting with their curiosity, uneasy feelings, apprehension about speaking in English, fear of making a mistake, and the manner of teaching English that is irrelevant to the topic. Students also do not have enough time to practice their speaking, whereas the only opportunity for students to do so is during the teaching and learning process in the classroom. In monitoring one student in an apprenticeship, these issues were discovered in Senior High School 1 (SMAN 1 BOLO). Problems in teaching and learning English as a foreign language are directly tied to teachers who teach and students who learn, according to Amrullah (2015: 130). This issue is one of the learning issues caused by the teaching methods employed by teachers. To avoid this situation in speaking class, a teacher, as a facilitator in the teaching and learning process, should come up with a creative technique to entice students to engage in English class discourse. Furthermore, according to Amrullah, Sahuddin, Fajri, and Apgriyanto (2019), English teachers should create a classroom environment in which students may speak in real-life situations,

realistic activities, and meaningful assignments that would encourage the use of spoken language.

Improving students' speaking abilities almost certainly necessitates the use of media or teaching strategies. The role-play technique is one of many techniques that can be used to develop and improve students' speaking skills. This technique helps students develop their speaking skills by encouraging them to talk spontaneously. It can also encourage students to be more engaged and creative. Role-playing, according to Byrne (1986), is a strategy for acting out specific ways of interacting with others in hypothetical circumstances. Role-playing is an important strategy for teaching speaking because it allows students to practice and communicate in a variety of social context and roles.

Furthermore, the perception of students after employing a strategy employed in teaching English, particularly in a speaking class, is critical. It may assist the teacher in determining whether or not the students are engaged to the teaching and learning process in order to increase their abilities, and it may assist the English teacher in teaching more effectively. Perception is crucial in the learning process, according to Szilagzyi and Wallace (1980:70), since it determines one's behavior, attitudes, and motivation to learn. In other words, students' perceptions of learning activities will have an impact on their motivation to participate in the teaching and learning process. As proof that this technique is appropriate for teaching speaking, students' perceptions are also required. Knowing how students feel about using the role-playing technique to learn how to speak offers them a voice in front of the teachers. Teaching and learning speaking via the role-play technique is worthwhile if the students' perceptions are positive. As a result, the role-playing technique can be used in a speaking class.

RESEARCH METHOD

A qualitative technique was applied in this study. The qualitative method, according to Sprinthall and Schemutte (1991: 100), is defined as a systematic technique to data collection.

The students in this study were in XI grade at SMAN 1 Bolo in the academic year 2020-2021. There were ten classes and 327 students in all, with 121 males and 206 females. The sample was obtained by the use of purposeful sampling. This type of sampling, according to Arikunto (2010:183), is the process of picking a sample by taking a subject that is not dependent on the area's level, but rather on the specific objective. Because the population was large, the samples were gathered from only one class, XI science 3, which included 34 students, or around 10.39 percent of the total number of students in the XI grade at SMAN 1 Bolo. Further, Arikunto (2010: 112) states if the population is greater than 100, 10-15 percent or 20-25 percent of the population can be taken. If it is fewer than 100, though, it should be taken entirely.

Questionnaires, interviews, and performance on a speaking test were utilized as instruments. The questionnaire contained 20 statements, ten of which were positives while ten of which were negative statements. The students' perception of employing the role-playing technique were discovered using a questionnaire and an interview.

Table 1. The statement scale

Positive statement		Negative statement	
Category	Score	Category	Score

Strongly Agree (SA)	5	Strongly Agree (SA)	1
Agree (A)	4	Agree (A)	2
Neutral (N)	3	Neutral (N)	3
Disagree (D)	2	Disagree (D)	4
Strongly disagree (SD)	1	Strongly disagree (SD)	5

Table 2. Classifying the students' response based on the criteria

No	Qualification	Interval
1	Strongly Agree (SA)	86-100 %
2	Agree (A)	71-85 %
3	Neutral (N)	56-70 %
4	Disagree (D)	41-55 %
5	Strongly disagree (SD)	≤ 40 %

To calculate the percentage, the following formula was used.

$$P = \frac{F}{N} \times 100\%$$

P = The percentage
F = Total score
N = Number of students

The researcher then examined the data to present all of the information from the interviews and questionnaires in the form of a description after calculating the percentage of the questionnaire. Speaking test performance was used to determine whether the role-play technique is appropriate for developing students' speaking skills, and speaking test performance is made up of two components of speaking: accuracy and fluency.

Table 3. Speaking Test Performance

Accuracy		Fluency	
1	Little or no language produced	1	Little or no communication
2	Poor vocabulary, the mistake in basic grammar, may have a very strong foreign accent	2	Very hesitant and brief utterances, sometimes difficult to understand
3	Adequate but not rich vocabulary, makes obvious grammar mistakes, slight foreign Accent.	3	Get the idea across, but hesitantly and briefly
4	Good range of vocabulary, occasional grammar slips, slight, foreign accent	4	Effective communication in short turns
5	Wide vocabulary appropriately used, virtually no grammar mistakes, active like or slight foreign accent.	5	Easy and effective communication, uses long turns

(*Adopted from Penny Ur, 1996:135*)

After receiving the results of the pre-test, the data were analyzed and a classification for each indicator was created. Furthermore, the researcher converted the post-test result into a percentage using the formula:

$$P = \frac{F}{N} \times 100\%$$

P = The percentage

F = Total score
N = Number of students

The mean score was also calculated using the following formula (adapted from Sudjana, 2002):

$$X = \frac{\sum x}{N}$$

X   = Mean
($\sum x$)   = Total score
N   = Number of students'

It was also the same thing that was utilized in the pre-test for the post-test, with the same formula being used to compare the pre-test and post-test. The final step was to write a paragraph that describes the outcome.

FINDINGS AND DISCUSSION
Findings
1. Students' perceptions in using role-play technique

A questionnaire was issued to 34 students in XI science 3 to determine their perceptions of using the role-play strategy to learn the speaking skill. The questionnaire consisted of 20 statements, ten of which were positive while ten of which were negative. The students received a total score of 2953 after completing the questionnaire.

$P = \frac{F}{N}$ x 100%

$P = \frac{2953}{34}$ x 100%

$P = 86.85\%$

According to the results, the students' responses to the questionnaire accounted for 86.85% of the total. This indicates that students have a positive attitude toward adopting the role-playing strategy to acquire speaking skills. It may also be observed in the classification of the survey results, which ranged from 86 to 100 and denoted "Strongly Agree."

An interview was conducted to supplement the data from the questionnaire and learn more about how the students perceive the role-playing techniques. Respondents were chosen from a group of eight students. Role-playing was an enjoyable activity for respondents 1, 6, and 8, who said it was a good way to acquire English speaking skills.

"*It's really fun because we often take online classes. So there is a new atmosphere in learning. We are so excited to join the drama like this*" (R.1)

Then, according to responses from respondents 2, 3, 4, 5, and 7, it was found that role-playing helped them gain confidence. Role-playing encourages the students to be more creative in the classroom.

"*It can increase our self-confidence, our pronunciation can be more precise, and it also can train us to be more active and creative*" (R.2)

Respondent 6 further mentioned that the teacher constantly told them to stand up in front of the class and gave them numerous opportunities to develop their speaking skills so that they could practice speaking English well.

"*But if the teacher always asks us to speak in English in front of the class like this, we can also be more confident and able to speak in English*" (R.6)

2. Role-play technique appropriate for practicing students' speaking skill

The speaking test performance was used to assess the effectiveness of the role play strategy for practicing students' speaking skills. The first was a pre-test, followed by a post-test.

Because the topic being studied was "Meaning through music," the pre-test was held on May 5, 2021, by taking speaking scores through singing practice. The English teacher had the students sing a song before explaining what the song meant. The data was analyzed using ten criteria for measuring speaking, including accuracy and fluency. The class's average score was also discovered. This is how it was calculated:

$$X = \frac{\sum x}{N}$$
$$X = \frac{196}{34}$$

X = 5.76

The data revealed that the mean score of the pre-test was 5.76, based on the results of the pre-test. It means that the students' average speaking score before the role-play is 5.76.

The percentage of students who received and passed 7 accuracy and fluency scores was then computed using the following formula:

$$P = \frac{F}{N} \text{ x } 100\%$$
$$P = \frac{11}{34} \text{x } 100\%$$

$P = 32.35\%$

It indicates that just 11 students (32.35%) passed the 7-point test, and 23 students had a score of less than 7.

This shows that many students' accuracy and fluency were still lack. The English teacher then requested the students to create a drama based on the topic they were studying in order to boost the score of students whose speaking was lack in accuracy. The test results of 34 students revealed that several of them still got the scores below the average. They appeared less confident, especially because it was their first day back at school and they immediately began practicing singing in front of the class one by one. The students were given two weeks to prepare their drama by their English teacher.

A post-test was held on May 29th, to determine the students' speaking scores based on their drama performances. The mean score of the post-test was discovered by applying the following formula:

$$X = \frac{\sum x}{N}$$
$$X = \frac{270}{34}$$

X = 7.94

According to the findings, the mean post-test score after adopting the role-play technique to learn speaking was 7.94. Furthermore, the following formula was used to determine the percentage of students who received and passed 7 scores.

$$P = \frac{F}{N} \text{ x } 100\%$$
$$P = \frac{30}{34}\text{x } 100\%$$
$$P = 88.23\%$$

According to the calculations, the post-test class percentage is 88.23%, with 30 students passing all seven scores. As a result, the students' pre-test to post-test improvement score was 55.88 percent (88.23 percent -32.35 percent). The students' pre-test and post-test scores were also compared to assess if there is improvement. The following table illustrates the outcome:

Table 4. Students' percentage score of pre-test and post-test.

Speaking Skill Test	Score	Percentage	
		Pre-test	Post-test
Accuracy	1	5.88%	-
	2	41.17%	-
	3	32.35%	26.47%
	4	11.76%	52.94%
	5	8.82%	20.58%
Fluency	1	5.88%	-
	2	23.52%	-
	3	44.11%	26.47%
	4	17.64%	47.05%
	5	8.82%	26.47%

The changes in the students' post-test results are shown in the table above. On accuracy and fluency, none of the students received a 1 or 2. 9 students received a 3 (26.47 percent), 18 students received a 4 (52.94 percent), and 7 students received a 5. (20.58 percent). In fluency, 9 students received a score of 3 (26.47%), 16 students received a score of 4 (47.05%), and 9 students received a score of 5. (26.47 percent). It can be stated that the value of accuracy and fluency has increased. This demonstrates that role-playing is a proper method for training speaking skills.

Discussion

1. Students' perception of using role-play

Speaking is one of the four fundamental skills that students must develop. The students should be able to communicate fluently. The approach or technique is required to support the purpose of the teaching and learning process, particularly in learning to speak because it improves the efficiency of the teaching and learning process. Role-playing is one of the techniques that can be utilized to help students improve their speaking skills. The importance of some types of feedback between the teacher and the students once the technique is completed is critical. To put it another way, the teacher needs the students' perceptions after employing the role-play technique in order to educate better.

The questionnaire and interview were utilized in this study to learn about students' impressions about using the role-play technique to practice speaking. The students were given

the questionnaire after undertaking teaching-learning activities utilizing the role-playing technique, and they completed it. In addition, an interview was conducted to complement the questionnaire, which consisted of five statements. The interviewees consisted of eight XI science 3 students. The perception of using role-play approach in learning speaking reached 86.85% based on the students' responses, and the interview transcript revealed that the perception of using role-play technique in learning speaking was positive.

2. Role-play technique appropriate for practicing students' speaking skill

The data were taken from the speaking test. The scores were derived from the students' performance in order to assess the role-play technique's suitability for improving students' speaking abilities. Fluency and accuracy were the two components of this element of the examination.

The speaking exam was conducted twice: once before the test and again after the test. This test's speaking assessments were based on two indicators: accuracy and fluency. The purpose of the pre-test was to determine the students' speaking abilities. The pre-test score was derived from the singing practice, which focused on the theme "Meaning through Music" in Chapter 7 of the English eleventh grade textbooks published in 2017, curriculum 2013. The teacher invited the students to sing a song in front of the class one by one and explain what it meant. According to the results of the pre-test, 23 students scores were still low. As a result, the teacher advised the students to perform a drama based on the topic being studied as a post-test to improve their speaking scores. It can be deduced from the post-test results that the value of accuracy and fluency has increased. This demonstrates that role-playing is suitable for teaching speaking skill.

CONCLUSION

Based on the findings, it is concluded that: (1) the students' perceptions of the role-play technique are positive, as evidenced by their responses to the questionnaire and interview, and that this technique not only makes students more creative and active in speaking class, but it also makes them more confident. Furthermore, utilizing the role-playing technique, it was discovered that the students were engaged in learning to talk. This method allows the English teacher to provide immediate feedback on the students' speaking abilities, which can help them improve, and (2) students' scores improved after the role-play was applied, implying that the role-play is an appropriate technique for students' speaking skills.

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