

## STUDENTS' PERCEPTIONS ON SPEAKING SKILL DEVELOPMENT USING ROLE PLAYMETHOD AT MA MDIA TAQWA MAKASSAR

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### **Abstrak**

*Berdasarkan pengajaran bahasa Inggris, guru harus dapat membuat siswa berpartisipasi aktif dalam mendiskusikan materi, sehingga mereka dapat memahami apa yang mereka pelajari di kelas dan juga mengungkapkan ide-ide mereka sendiri secara lisan. Hal terpenting dalam melaksanakan pengajaran bahasa Inggris adalah guru harus mampu menggunakan prosedur. Salah satu cara dalam mengembangkan keterampilan berbicara siswa adalah dengan memberikan Role Play sebagai salah satu bentuk kegiatan pembelajaran bahasa Inggris di kelas. Role Play adalah situasi yang diciptakan di mana siswa dengan sengaja bertindak atau mengasumsikan karakter atau identitas yang biasanya tidak mereka asumsikan untuk mencapai tujuan pembelajaran. Penelitian ini bertujuan untuk mengetahui kesulitan dalam berbicara bahasa Inggris yang di hadapi siswa dan persepsi siswa dalam proses pembelajaran. Untuk mengumpulkan data peneliti menggunakan metode gabungan/campuran. Siswa dalam penelitian ini berasal dari kelas XI MA MDIA Taqwa Makassar. Peneliti dan mencoba mengembangkan cara mengajar berbicara terutama dengan memberikan kegiatan bermain peran kepada siswa. Ada dua siklus dalam penelitian ini. Peneliti menyusun rencana tindakan, pelaksanaan tindakan, dan melakukan refleksi pada setiap siklus. Pada tahap perencanaan, peneliti telah menyiapkan RPP, pre-test, post-test, observasi checklist, dan angket. Dalam melaksanakan tindakan, peneliti mengidentifikasi dan menyelidiki masalah yang terjadi dalam proses pembelajaran bahasa Inggris. Peneliti kemudian melakukan refleksi dan melanjutkan ke siklus berikutnya ketika tindakan pada siklus sebelumnya dianggap tidak berhasil. Adapun hasil dari penelitian ini yaitu pretest 39%, progress test 59%, dan post-test 84%. Dari hasil tersebut disimpulkan bahwa keterampilan berbicara siswa meningkat.*

**Kata kunci:** Berbicara Bahasa Inggris, Bermain Peran, Persepsi Siswa.

### **Abstract**

In order for the students to understand what they were learning in class and be able to express their own opinions orally, the teacher must be able to motivate them to actively engage in discussion of the course materials. The ability of the teacher to use the procedures was crucial for carrying out English teaching. One of the ways in developing students' speaking skills was by giving Role Play as a form of English learning activity in the classroom. Role Play was a created situation in which students deliberately act out or assume characters or identities they would not normally assume in order to accomplish learning goal. This study aims to find out the difficulties in speaking English encountered by students and Students' Perceptions of the

learning process. To collect the data, the researcher used mix method. The subject of the study was grade XI of MA MDIA Taqwa Makassar. The researcher made an effort to improve speech instruction, particularly by giving the students role-playing opportunities. This study was conducted in two cycles. The researcher set up a cycle of planning an action, carrying it out, and reflecting. Lesson plans, pre- and post-tests, an observation checklist, and a questionnaire were all developed by the researcher during the preparation phase. When putting the plan into practice, the researcher identified the pupils and looked into the issues that arise during the English learning process. When the activity of the previous cycle was deemed ineffective, the researcher then performed a reflection before moving on to the next cycle. Pre-test scores of 39%, progress scores of 59%, and post-test scores of 84% were the findings of this study. According to these findings, the pupils' speaking abilities improved..

**Keyword:** Speaking English, Role Play, Students' Perception.

## **BACKGROUND**

Humans were social creatures who interact with the environment in which they were located, whether it was by seeing, listening, communicating, feeling, and so on. Communication with the environment could be done in one direction (via television, radio), two ways, and in groups. Communication was usually done to convey information and receive information. Speaking was one of the significant abilities that ought to be dominated under studies to impart in English easily and obviously. Talking included connection with at least one member (Harmer, 2001) this implies that viable talking likewise elaborate a reasonable setup of tuning in. Talking took puts all over and became portions of our day to day exercises. Talking was the most troublesome abilities to be dominated by the under studies, among the four abilities (tuning in, talking, perusing and composing). Speaking skills also affected the continuity of a communication, without speaking skills it could be caused difficulties to interpret the ongoing communication. Speaking skills could be seen in linguistic and non-linguistic aspects, using these aspects correctly and correctly could be made it easier for listeners and speakers to understand an ongoing communication. It was difficult to help pupils improve their speaking abilities in Indonesia because English was a foreign language and was not frequently spoken there. It was crucial for students learning English in non-English speaking environments to engage in authentic communicative situations where they could express their own ideas and opinions as well as improve their oral fluency and accuracy, which are crucial for effective communication in a foreign language. Elizabeth F. Barkley (2004), Sulastris., Ratnawati, and Hudriati, Andi (2022) defined role play as a constructed situation in which students deliberately act out or assume personas or identities they would not normally assume in order to attain learning goals. Role play was one of the ways in which students' speaking skills were developed.

Since it allowed students to practice speaking in many social contexts and in various social roles, role play was crucial in the teaching of communication languages. As a result, the communicative language teaching (CLT) approach was ideal for addressing the aforementioned issue because it was learner-centered and placed an emphasis on communicating in everyday situations. Fauziati (2009), Sulaiman, R., Sulastris (2021) with this method it was trusted that under studies not feel exhausted or exhausted in following the educating and educational experience. Under studies and educators have had the option to make more dynamic, creative, and innovative learning and in the end students have been

more serious, understand, and enjoy the learning process, especially in English lessons in class as a learning activity while playing.

## METODE

This research used mix method. The research used qualitative and quantitative data. The data were collected by watching how the students learned in the classroom, both an exam and a questionnaire were given to the students. To collect data for the study, observation sheets, questionnaires, and student speaking rubrics were all used in accordance with the objectives. This research has been conducted at MA MDIA Taqwa Makassar. The Population of the research were students at Grade XI, the second year of senior high school students - of MA MDIA Taqwa Makassar which involved seventeen students required as the respondents of this research. The following procedures were used to offer a summary of the data collection methods and tools:

- a. **Class Observation**, a class observation was conducted to keep an eye on how the lesson was being taught and how well it was going. The researcher gathered the data during the observation by monitoring the classroom environment. It is written down as an observation checklist. The purpose of an observation checklist was to gather data regarding how the planning and action procedures were being carried out. Additionally, information regarding the students' participation in the teaching and learning process was gathered using it.
- b. **Testing Students' Performance**, prior to and during the implementation of the activities, the students' performance was evaluated. The research has finished a pre-test to recognize the issues as the basic information to lead the exploration prior to starting the activity. To quantify the improvement in the students' speaking ability following the implementation of the action, the researcher lastly conducted two post-tests in the last weeks of the first cycle and second cycle. To ascertain and gauge the pupils' speaking abilities, pre- and post-tests were performed.
- c. **Questionnaire**, the purpose of the questionnaires was to gather information on the students' opinions of the role-playing technique for improving speaking abilities. There are responses for these questionnaire are Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD). And the questionnaire consists of 10 items as follows:
  1. Role play techniques are more fun in learning English.
  2. Learning English with role play techniques makes it easy for me to understand the material.
  3. The application of learning English using the role play method can improve my confidence.
  4. I am willing to take part in learning English using the role play technique at the next meeting.
  5. With the role play technique, it encourages me to speak in English.
  6. Learning English by using role play techniques makes me feel more motivated.
  7. Learning English by using role play techniques make my English better.
  8. Learning English by using role play techniques makes me more active in learning.
  9. The role play technique makes English lessons more interesting to learn.
  10. By learning role play techniques, I practice how to work together with other friends.

## FINDING

### a. Students' Perceptions of Role Play Method

**Table 1.** The Role play techniques are more fun in learning English

No	Category	Frequency	Percentage
1	Strongly Agree	11	64.7%
2	Agree	3	17.6%
3	Neutral	3	17.6%
4	Disagree	0	-
5	Strongly Disagree	0	-
<b>Frequency</b>		<b>17</b>	<b>100%</b>

**Table 2.** Learning English with role play techniques makes it easy to understand the material

No	Category	Frequency	Percentage
1	Strongly Agree	15	88.2%
2	Agree	2	11.7%
3	Neutral	0	-
4	Disagree	0	-
5	Strongly Disagree	0	-
<b>Frequency</b>		<b>17</b>	<b>100%</b>

**Table 3.** English learning application in using role play method can improve the confidence

No	Category	Frequency	Percentage
1	Strongly Agree	14	82.3%
2	Agree	2	11.7%
3	Neutral	1	5.8%
4	Disagree	0	-
5	Strongly Disagree	0	-
<b>Frequency</b>		<b>17</b>	<b>100%</b>

**Table 4.** English learning using the role play technique at the next meeting

No	Category	Frequency	Percentage
1	Strongly Agree	15	88.2%
2	Agree	2	11.7%
3	Neutral	0	-
4	Disagree	0	-
5	Strongly Disagree	0	-
<b>Frequency</b>		<b>17</b>	<b>100%</b>

**Table 5.** The role play technique, it encourages me to speak in English

No	Category	Frequency	Percentage
1	Strongly Agree	16	94.1%
2	Agree	1	5.8%

3	Neutral	0	-
4	Disagree	0	-
5	Strongly Disagree	0	-
<b>Frequency</b>		<b>17</b>	<b>100%</b>

**Table 6.** Learning English by using role play techniques makes me feel more motivated

No	Category	Frequency	Percentage
1	Strongly Agree	8	47%
2	Agree	7	41.1%
3	Neutral	2	11.7%
4	Disagree	0	-
5	Strongly Disagree	0	-
<b>Frequency</b>		<b>17</b>	<b>100%</b>

**Table 7.** Learning English by using role play techniques make my English better

No	Category	Frequency	Percentage
1	Strongly Agree	14	82.3%
2	Agree	3	17.6%
3	Neutral	0	-
4	Disagree	0	-
5	Strongly Disagree	0	-
<b>Frequency</b>		<b>17</b>	<b>100%</b>

**Table 8.** Learning English by using role play techniques makes me more active in learning

No	Category	Frequency	Percentage
1	Strongly Agree	17	100%
2	Agree	0	-
3	Neutral	0	-
4	Disagree	0	-
5	Strongly Disagree	0	-
<b>Frequency</b>		<b>17</b>	<b>100%</b>

**Table 9.** The role play technique makes English lessons more interesting to learn

No	Category	Frequency	Percentage
1	Strongly Agree	9	52.9%
2	Agree	5	29.4%
3	Neutral	3	17.6%
4	Disagree	0	-
5	Strongly Disagree	0	-
<b>Frequency</b>		<b>17</b>	<b>100%</b>

**Table 10.** By learning role play techniques, I practice how to work together with other friends

No	Category	Frequency	Percentage
1	Strongly Agree	15	88.2%
2	Agree	1	5.8%
3	Neutral	1	5.8%
4	Disagree	0	-
5	Strongly Disagree	0	-
<b>Frequency</b>		<b>17</b>	<b>100%</b>

## DISCUSSION

The sub-chapter covers the overall results of the research's Cycle 1 and Cycle 2 actions. The activities taken were done to achieve the research's objective, which is to increase the speaking ability of students in Grade XI of MA MDIA Taqwa Makassar through role playing. Role play was successfully used in Cycle 1 to help students' speaking abilities since it offered several opportunities for speaking practice. They were able to express themselves in ways that would be relevant to their jobs in the future thanks to the chances. They claimed that the role-playing exercises motivated them to develop a variety of skills, including fluency, vocabulary, pronunciation, and accuracy. The learners' self-confidence was also increased by role play.

Nevertheless, issues with the students' motivation in the teaching and learning process persisted. They lacked motivation, the study discovered. Some of them neglected to focus on or partake in the educating and growing experience. The researcher was asked to leave early as well. Improvement in the four indicators by the pupils' performance was still debatable. The researcher took steps in Cycle 2 to address the aforementioned issues, and at the end of Cycle 2, the students' motivation had improved. They were inspired to enhance their role-playing abilities. They have made some efforts to successfully complete the role-play. When they started the second cycle, they were more enthused. The pretest, progress test, and posttest all had statistically significant differences, as seen in the table above. The progress test had a mean score of 59.4116, the posttest had a mean score of 83.5292, and the pretest had a mean score of 38.8233. Speaking ability improved in both cycles in this particular situation.

Nearly all of the students who responded to the ten questionnaires indicated that adopting the role-play method to learn English was very beneficial. This indicates that the role-playing method encourages pupils to respond favorably to verbal instruction and that they concur. The understudies' talking skills expanded comparable to the subjective examination and the quantitative investigation. In conclusion, the study's findings indicated that Grade XI students at MA MDIA Taqwa Makassar experienced any appreciable difference before and after speaking skills were taught utilizing the role-playing method. The pupils' reaction to the role-playing technique used to develop speaking skills was also positive. Therefore, it can be said that the pupils' speaking abilities were significantly improved by the role play.

## CONCLUSION

The study's findings indicated that the students' oral communication abilities had improved to some extent. The use of role-playing first and foremost boosted the students' motivation to practice speaking by creating a fun learning environment.. This was a reference to

how eagerly they participated in the role-playing exercise. They appeared to enjoy playing out the parts according to the scenario while engaging in role-playing activities. The kids' self-confidence may also rise with role-playing. The level of their confidence gradually increased. Only a few pupils conduct their role-plays with assurance during the first cycle. Surprisingly, the majority of them acted out their parts with assurance in the second cycle. Role-playing can lower pupils' self-esteem, as evidenced by this study. The above-mentioned results can be used to draw the conclusion that role-playing in the speaking teaching and growing experience was remembered to assist understudies with working on their abilities to talk. Accuracy, vocabulary, fluency, and pronunciation all underwent changes. The teaching and learning process had undergone certain alterations, according to the study.

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