

Students' Perceptions Using Role-Playing Method on Students' Speaking Ability on the Sixth Semester English Education Department at University in Subang

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ABSTRACT

This study is aimed at discovering students' perspectives regarding the use of role play in learning English, especially in learning speaking ability. This research used qualitative research where the research was conducted based on the actual conditions and the participants of this study are three English Education study Program students in one of the universities in Subang, WestJava. This descriptive study employed questionnaire and interview guidelines in collecting the data and the researcher then checked the data to present all the information from the interviews and questionnaire in the form of a description after calculating the percentage of the questionnaire. In sum, this study found that the use of role-play in teaching and learning process gives many benefits for the students. Furthermore, the students have some problems by using role-play as learning technique such as they did not feel confident, could not master the material, feel nervous, and find difficulties to memorize.

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1. INTRODUCTION

English is a universal language that is spoken in many different nations. Every level of education in Indonesia, from elementary school to university, requires the study of a foreign language. Speaking, listening, reading, and writing are the four communication skills that students must be able to use when speaking and writing in English as a foreign language. 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 used to convey information to others as well as feelings, thoughts, and ideas. Success for English language learners depends on their ability to communicate well in English. Speaking seems to be the most crucial ability that students should master in the age of globalization if they want to be able to communicate effectively with a variety of other individuals. English speakers are in charge of and play significant roles in a variety of areas of life, including trade, business, and geopolitical challenges, according to Ahamed (2013). Similar to writing, speaking is regarded as a productive-active skill since it requires students to create certain spoken texts as part of their communication and learning processes.

Because students do not often converse in the target language, some teachers may find it difficult to teach speaking as a foreign language (Febriyanti, 2011). Speaking is a challenging talent, so there could be some difficulties while you learn. Students frequently require a goldenbridge to assist them in speaking English fluently in order to deal with the issues. Through observations obtained from interviews and questionnaires at a university in Subang, the authorbelieves that role playing can be a teaching strategy that helps improve students' ability to learnEnglish and reduce students' struggles in English. The writer could see that, as Kuśnierek (2005)proposed, role play can be used to enhance students' interaction in the learning process in the classroom. However, how students perceive role play in their learning process needs further investigation.

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 method 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.

This study was conducted to reveal students' perceptions about the use of role play in learning English, especially in learning speaking skills. The research question that guided this research was 'What are the students' perceptions about using role-plays in learning English speaking skills?'. The results of this study can provide insight to teachers about students' perceptions of using role play so that teachers can improve the practice of using role play to help students learn speaking skills. The findings can provide some practical considerations forthe use of role play in teaching speaking.

2. METHOD

This research used qualitative research where the research was conducted based on the actual conditions. Qualitative research is a research process that is conducted naturally based on the objective conditions without any manipulation (Arifin, 2011). This research wasconducted on July 1 2023 and the population of this study were students of the English Education Department at the University of Subang semester six, with a total sample of 3 students. Regarding data collection, the researcher provided interview and questionnaire. In theinterviews, the students were asked by the researcher about the perceptions of using the role play method on students' speaking abilities. Previously the researcher distributed questionnaire to students. The interview and questionnaire formats were adopted from several experts who conducted similar research. The researcher then checked the data to present all the informationfrom the interviews and questionnaire in the form of a description after calculating thepercentage of the questionnaire.

3. RESULTS AND DISCUSSION

The number of samples participating in this study were three people. The results of the diagram show that 66.7% of students think that the role play method has an effect on students' speaking abilities. 33.3% considered this method very influential on students' speaking ability.

Seberapa berpengaruh metode role play dalam pembelajaran Bahasa Inggris?

3 jawaban

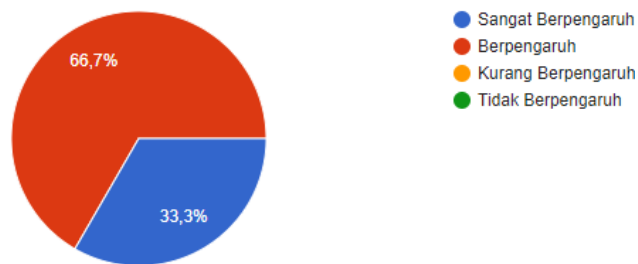


Figure 1. How influential is the role play method in learning English?

The second questionnaire leads to how important the role play method is in learning English, especially in students' speaking abilities. When students were asked what was important, 75% answered because this method was interesting, 25% answered because this method was not boring. The result is positive. This is effective for improving students' speaking skills.

Seberapa penting metode role play dalam pembelajaran Bahasa Inggris?

3 jawaban

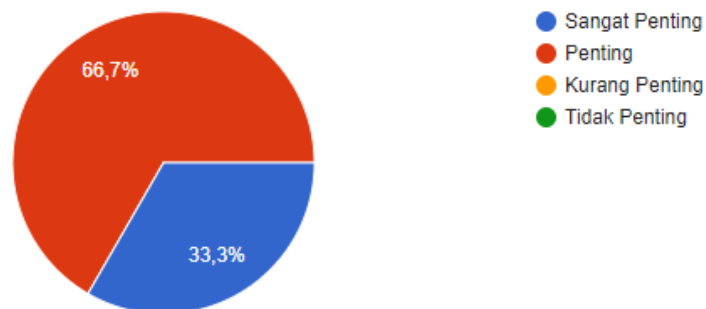


Figure 2. How important is the role play method in learning English

In the third diagram, 100% of students like learning English using the role play method. This can be very helpful to improve students' speaking ability. Of course, this method is effective in motivating students in learning. It might help the students to learn English as a foreign language effectively (Dorothy & Mahalakshmi, 2011, p.1).

Apakah kamu menyukai pembelajaran Bahasa Inggris menggunakan metode role play?

3 jawaban

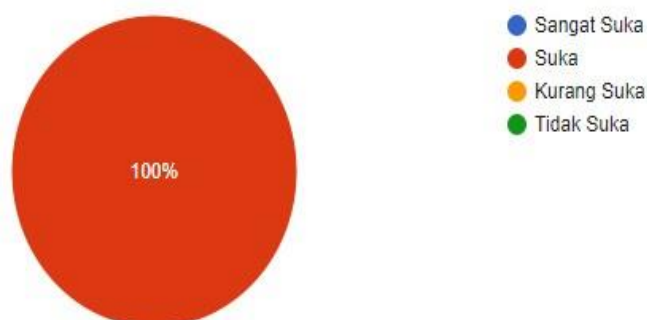


Figure 3. Do you like learning English using the role play method?

The findings of the questionnaires indicate that using role-play in learning process makes the class become enjoyable. A student gave totally agree with this statement. She said that using role-play in language class makes her improve her knowledge, and it can help her to practice in the class. Apart from speaking ability, using role-play also makes the students to get pronunciation improvement. The students' pronunciation can improve in its accuracy, fluency, and diction. Many students agreed with this statement. Besides, a few students did not agree about some statements, one of them gave the reason that she was not confident to act in front of the class.

Regarding the importance of this method, until all samples agree with this statement. Of course this is important. It is important to make students feel comfortable in learning to speak. When they are comfortable, usually students will more easily absorb the material being taught. This method will have a good effect on students in the future. In short, the use of role play in language learning is very effective, and has a great impact on learners. It can be used to recognize students' pronunciation, and increase vocabulary. In addition, the teacher must see the difficulties faced by students, and must have solutions to solve these problems.

4. CONCLUSION

In teaching and learning, there are many methods and techniques which can be used. Speaking is one of the skills in language learning. To teach speaking skill, the teachers must use new technique to improve the students' ability. It can help the students to get an achievement in communicative competence for their daily life. In sum, this study found that the use of role-play in teaching and learning process gives many benefits for the students. Furthermore, the students have some problems by using role-play as learning technique such as they did not feel confident, could not master the material, feel nervous, and find difficulties to memorize. The advantages are role-play gives some experiences, creates a new atmosphere, and builds creativity.

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