



The Students' Perception Toward the Implementation of Role Play Technique in Online-Based Speaking Learning

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Abstract

Abstract. The paper entitled "The Students' Perception Toward the Implementation of Role Play Technique in Online-Based Speaking Learning" was purposed to describe students' perception of online-based speaking learning using role play techniques. This research was conducted at SMKN 1 Cibinong class XI TOI 1. This research used descriptive qualitative research guided by the research question "What are students' perception on the implementation of Role Play in an online speaking class?". The instruments used in this research were observation, questionnaires, and interviews. The results of this research indicate that most students have the same perception regarding the use of role play technique in online-based speaking learning. This is evidenced by the indicators used in this study, students' understanding and students' motivation. The use of this role play technique can improve students' understanding and motivation in learning speaking. Where students can learn to talk directly with the other person, it means students can practice their speaking fluency so that their speaking ability can improve. In addition, they are also motivated to learn, because in speaking learning using role play technique is more practice to speak, so they are very motivated to learn speaking using role play technique.

INTRODUCTION

Speaking is a form of communication to express feelings, ideas and arguments verbally, so that speaking is the student's skill to socialize, contact or interact with other people. Therefore, speaking is one of the most important skills of English as a Foreign Language (EFL) for students to learn. According to Aeni (2020) speaking is a major part of English as a Foreign Language among other skills, as

today more people use English than any other language in the world. This is in line with Aprianti & Ayu (2020) speaking skill is the earliest productive language skill able to be controlled by someone. Before being able to write, people first produce language orally. In fact, Aristy et al (2019) state that there are still many students who have difficulties in mastering English. Since English is a foreign language in Indonesia, it is difficult for students who learn English to communicate orally. Accordingly, it is important for teachers to use appropriate learning technique in learning to speak. However, with the current condition where distance learning is needed, teachers must be able to motivate students to learn speaking skill, where students are expected to be able to follow learning well even in online learning

The educational courses today require certain learning technique that can motivate students to practice English in everyday life, by providing opportunities to express their ideas, opinions and thoughts. One of them is using the Role Play technique in learning. Akmal (2018) points out that many researches' findings state that the Role Play technique is effective in teaching speaking. Similar to Asriyani et al (2019) which note that Role Play technique helps the students with different personality and liberates the students with any difficulty in conversation. The Role Play technique is a technique that involves interaction between two students or more about a topic or situation (Firdaus et al., 2018). Students perform their respective roles according to the character he is acting on. Daniastuti (2018) notes that Role play can be very useful dress rehearsal for real life. Thus, student can practice it in everyday life with more confidence, from what has been learned. In this case is communicating using English. In the Role Play technique, the teacher provides a topic or situation for students to choose (Juvriant, 2018).

Related to the difficulties faced by students in learning English, especially in communicating orally, this research will be carried out as a form of renewal from the predecessor researchers in order to solve problems more directed and efficiently. By doing this research, it is hoped that it can create an outcome that can improve learning better in the future. With the current conditions where there is a COVID-19 pandemic, learning is carried out remotely or online, so that a technique is needed to be used in learning that is suitable for speaking learning. One of them is using Role Play technique. Based on the explanation about Role

Play technique and how it is implemented, the writer considers it necessary to conduct research related to the students' perception of the implementation this learning technique. The implementation of the Role Play technique provides flexibility when students face difficulties to communicate verbally in English. The benefits of Role Play method were also stated by Djamarah & Zain (2002) in the journal Firdaus et al (2018) discuss that students' spoken language can be trained to be a better language, so that it is easily understood by others. In addition, in this technique, cooperation between students can be fostered as well as possible.

RESEARCH METHODOLOGY

This research was conducted at SMKN 1 Cibinong class XI TOI as many as 36 students (1 class). the writer used a descriptive method to describe students' perception of the implementation of Role Play Techniques in online-based speaking learning. That is, the writer can clearly describe the events after the writer analyzes them. This qualitative research is designed to describe students' perception of the implementation of Role Play Techniques in online-based speaking learning. Sukmadinata (2011:60) in the book of Sudaryana (2018) explains that qualitative research is the research aimed at describing and analyzing phenomena, events, or activities individually or in groups. The research sample used by the writer is Purposive Sampling. This technique focuses on people who understand the problem to be studied and are able to provide information in accordance with the objectives of this study.

In collecting the data, the writer used three instruments, include observation, questionnaire, and interview. Here are the following explanations:

1. Observation

This research specifically used non-participant observation, where the writer observed the class without participating or taking part in that situation or activity. Observation was conducted once when online-based speaking learning using role play techniques. This is to find out the basic information or the beginning of the research.

2. Questionnaire

The questionnaire is in the form of questions that can collect information from students as the respondents. The question is related to the writer's research question, that is what are student's perception toward the implementation of

24 Role-Play technique in online-based speaking learning. The writer chose the type of closed questions. The questions cover 5 options that the students can choose one of them whether agree, neutral, or disagree.

3. Interview

The interview was conducted to avoid misunderstanding of what has been found in the observations. Therefore, the interview should be conducted in a structured manner, where the interview time, the duration of the interview, the interviewee, and the types of questions to be asked must be planned.

This interview is an appropriate data collection technique to obtain information about students' perception of the implementation of Role Play Techniques in speaking learning, especially online-based learning. resource persons are intended to describe students' perception toward the implementation of Role Play Technique in online-based speaking learning. The writer chose 1 teacher who taught speaking using the role play technique and also 3 students from 1 class as the object of research who will be the resource person in the interview that will be conducted by the writer.

DISCUSSION

According to Thoha in the journal Abdurrahman (2016) as previously mentioned in chapter two, the factors that influence the development of perception are psychological factors that are in line with the process of understanding (learning) and motivation of each individual. So, the two indicators, student understanding and student motivation cover 19 aspects used in the instrument. These 19 aspects consist of 5 aspects of the observation, 7 aspects of the questionnaire, and 7 aspects of the interview.

The first indicator that is implied through this aspect is student understanding. The learning process can shape one's understanding, because understanding is one form of learning outcomes. By using the role play technique in online-based speaking learning, students can understand learning. In this case, they can practice their speaking skills, where they understand the role that will be played and are able to speak according to their role. So that the ability to speak in front of many people can be trained.

The second indicator is student motivation. This is related to the motives that encourage students to learn, so that they are willing to learn speaking skills using role play techniques. Students responded that they felt motivated to learn online based speaking using role play techniques. they learn by practicing directly speaking, namely doing role play activities. This will be a challenge for them to be able to dare to speak in front of their classmates in different roles.

After analyzing the data, the writer concludes that the results of the questionnaire show that all the positive and negative sides of using role play technique in online-based speaking learning were very true. Some of them agree that the use of role play technique in learning speaking can increase their understanding and motivation to learn speaking. The results of interviews with 3 students showed that the use of role play technique in online-based speaking learning could improve their understanding and motivation. Where they can learn to talk directly with the other person so they can practice their speaking skills. In addition, it can increase their motivation because in learning speaking using this role play technique is more practice than theory, namely practicing role play activities. In an interview with the teacher showed that understanding and motivation can increase according to the students. Where students with high English proficiency, their understanding and motivation increased significantly. Meanwhile, for students with ordinary English skills, the score of learning to speak online using the role play technique did not increase occasionally. So that, from these data it can be concluded that the use of role play techniques in online-based speaking learning can improve students' understanding and motivation.

CONCLUSION AND SUGGESTION

Based on the results of this study, it can be concluded that the use of role play technique can help students learn and practice speaking skill, where this technique provides opportunities for students to talk to other people using English in different situations. Therefore, the use of this role play technique can improve students' understanding and motivation in learning to speak, because students can practice speaking directly so that they can practice their speaking skill.

The writer hopes that the results of this research can be useful for teachers. English teacher will be used the role play technique as a learning technique for

students in order to help them practice speaking skill. This role play technique can be used in different situations according to what will be learned, the themes used can be adapted to the material and needs of students. So that this role play technique can train students' speaking skill according to the context to be studied.

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