Students' Speaking Experience toward the Use of Role Play Technique in Online-Mediated Learning

Mutiara Wulandewi
mutiaradewi1999@gmail.com

Kusrin
kusrin@unsika.ac.id

Putri Kamalia Hakim
putrikamaliahakim@staff.unsika.ac.id

Universitas Singaperbangsa Karawang

ABSTRACT

The researcher aimed to find out students' speaking experience toward role-play techniques in online learning. The researcher used a descriptive case study to describe and interpret students' attitudes toward speaking online learning. The data collections were interview through Whatsapp and questionnaires on Google form. The researcher observed 5 students for the Interview and 34 eleventh grade students for the Questionnaire. The results showed that the participant's experience toward the implementation of role-play technique in online speaking class was good and positive. The most of participants claimed that they had an interesting experience. However, this research still had several obstacles such as limited internet access, lack of participants' language skills, and limited feedback from the researcher.

Keyword: Online Experience; Role-Play; Speaking

INTRODUCTION

Regarding language acquisition, speaking is the most difficult skill to master. Communicative competence, according to Leong & Ahmadi (2020), is a problematic aspect of learning English. The learners should be able to grasp five different components of speaking. Role play approaches are one of the approach models that may be utilized in teaching speaking. The technique of role play permits students to imagine and recognize a character or object that played by two or more person. Hymes and Savignon cited in Ruslan (2020) also said that role play can develop students' communicative competence by speaking directly in the targeted language. Livingstone added that this technique allows students to use their own language in practicing speaking.

Ruslan (2020) explained that role play enhances different skills such as emotional and social skills. Emotional skills refer to a person's ability to resist, manage, express, and control their own attractive attitude such as anxiety, anger, sadness, joy, and happiness. This emotional and social skill will closely relate to students' experience and participation. Nisa (2019) explained that participation is a positive

attitude carried out by students in order to achieve a learning goal. A student's low participation often occurs and affects the achievement of learning objectives. The students' attitude can be determined according to the elements that formed them. The cognitive element of a student towards learning English depends on their learning experience at the previous school level. This experience can be the primary form of students' attitudes towards a language.

During the pandemic covid-19 situation, the challenge of teaching speaking, specifically for role-play approach, is due to non-direct communication and unattended learning. The distance learning requires internet connection to communicate each other. Various applications such as Google Classroom, Zoom, Google meets, WhatsApp, and Google form are widely used during online learning. The implementation of online learning is immensely suitable to be applied in a pandemic situation because the teacher and student do not have to meet directly. A teaching technique using role-play has been broadly applied in offline learning especially in speaking classes. The researcher intends to assess the students' speaking experiences utilizing role-play in online learning based on the background that has been presented, considering that the role-playing strategy for online learning is still slightly explored. The focused of this study is to obtain information about students' speaking experiences in online role-play on the secondary level at SMAN 1 Pebayuran. The results of the analysis of student experiences can be an input for teachers and schools in carrying out online learning activities to keep them running optimally.

LITERATURE REVIEW

Previous Related Study

Ruslan (2020) on his paper entitled: Students' Perception on the Use of Role Play by the Teacher in EFL Classroom, the results showed that use of role play can: (1) increase students' confidence to communicate with others, (2) increase students' ability to build language competence, (3) increase students' motivation, (4) help students eager to learn (5) motivate students to be active in learning process. However, by practicing continuously, the students can adapt and play a role well as it should be. Therefore, the role play technique is proven to be one method that can increase students' self-confidence and produce positive attitudes. Subsequently, Ma (2020) on his journal entitled Role Play as a Teaching Method to Improve Student Learning Experience of a Bachelor Degree Program in a Transnational Context: An Action Research Study found that eighty percent of twenty-five first grade students aged ≥ eighteen years (twenty girls and five boys) reported that role play helped them to learn speaking in the classroom. Then, seven twenty-two percent said that role playing stimulated their interest in the topic being taught. Twenty percent of students suggested that the duration of role play activities should took longer.

Wulandari et al (2019) examined five classes consisting of 108 students on her research: Students' Perception on the Use of Role-Play to Improve Students'

Communicative Competence. The results of the questionnaire showed that role play is a good technique in teaching. The researcher also found the results of interviews that role play can make students successful in speaking class. This technique provides opportunities for students to be more active and creative in the classroom. Based on students' perceptions, role playing technique has a positive impact. The researcher concluded that the students show a positive experience and perception toward the use of speaking role play activities. A positive experience proven by the number of students who are interested and reported that this technique can help them to practice speaking.

Speaking in Teaching and Learning

Speaking is a form of oral communication that enables individuals to communicate with each other. Munawar (2015) explained that the goal in teaching speaking is to train students to be able to express their communication skills that can be used in real life. However, this activity has a lot of difficulties especially in students' vocabulary and grammar. According to Bueno, Madrid, and Mclaren cited in Rao (2019), most of learners agreed that speak a foreign language is the most difficult skill. The learners have an assignment to mastering a lot of vocabulary included sixteen English grammar in school. The other difficulty lies in the students' lack of self-confidence so that they cannot speak fluently in front of the class. Apart from that, speaking is considered as the most important skill rather than the other four English skills that cause the learners can spend many years in mastering these skills.

Role-play Technique in Teaching Speaking

Mulyasa as cited in Prasetyo & Santoso (2018) defined that role playing can be used effectively in learning. In this case, role-play activities are directed to a certain way that used to solve problems related to human relationships, especially relating to students' activity. In other words, through role-playing models, students try to be able to explore the relationships between humans by demonstrating and discussing them so they can express feelings, attitudes, values, and various strategies for problem-solving. Role playing can be encountered every part and has a lot of different stimulation from one to another scene. It means that role play tend to be changeable and constantly fun.

Role-play allows students to develop conversing in a range of social situations and roles. Students may convey themselves creatively then transform into multiple personalities, and strengthen their communication abilities. In those cases, they have the basic knowledge to analyze certain situations and characters. The student's ability to put the positions is obtained by their prior experience and knowledge. Therefore, role play activities will form new experiences for students so that their speaking skills will increases. For this reason, role play techniques provide opportunities for students to learn both in the affective realm where the emotions and values are involved, as well as in the cognitive realm where the experiences will be analyzed.

Online-Mediated Learning

The teacher used some application to support E-learning process. The most populer application during online learning is Whatsapp application and Zoom meeting. Gon and Rawekar (2017) described that WhatsApp is an instant messenger platform that makes their users easier to communicate complimentarily. This application is broadly used for any circles, especially for students to send multimedia messages likephotos, videos, audio along with simple text messages. Whereas, Serhan (2020) stated that Zoom is an online tool that provides video conferencing with so many features which can make user easier to do an online disussion. The innovative approach of Whatsapp, Google, and Zoom technology enhances positive learning outcomes for diverse groups of students as well as encouraging higher education in remote areas while potentially reducing workloads for English teachers.

Speaking in Online-Mediated Learning

Berlianda & Indriani (2020) added that online learning can strengthen information, provide interesting exercises and convey plenty of knowledge to students that were not available previously in conventional sources. The student not only learns the material in their online classes but they can learn from anywhere such as English websites or YouTube. This activity certainly makes a new experience for students which give them a lot of information. Nisa (2019) stated that experience is one of the factors that affect the learning process. Students who have a positive experience will show an action that lead to efforts in achieving learning goals.
.

METHOD
Design and Samples

The researcher employed a descriptive case study to characterize students' experiences in online-mediated speaking role play. This study applied a qualitative descriptive case study method because it is used to investigate the understanding process and explore social or human problems. The researcher investigated at SMAN 1 Pebayuran, Bekasi. The interview used a small number of participants which only consisted of 5 students. These five students were chosen based on their availability due to distance and network restrictions. The researcher measured 34 individuals in the eleventh-grade senior high school for the questionnaire. These 34 pupils were from one class chosen randomly by the researcher. In addition, each participant has already mastered most of the online learning tools which will facilitate the research process.

Instrument and Procedure

The researcher collected the data utilizing two techniques: interviews and questionnaires. The researcher conducted interviews using Whatsapp which consisted of eleven questions. The researcher used an open-ended question so that the topics discussed can develop and participants can express their feelings widely.

Considering the secondary data collection, the researcher utilized questionnaire to strengthen the data from the interview consisted of 12 closed questions using Four-Likert scale and 1 open question. The research procedure were: 1) the researcher conducted virtual learning with students and explaining the material, 2) the researcher distributed the assignment for students (in group/pair) to play a role in a Zoom meeting. This activity only showed a few students, 3) the researcher invoked the whole students to do a role play in the form of a video project and collect it on the Whatsapp platform, 4) the researcher interviewed through Whatsapp call with 5 students (one by one) to recognize students' experience, 5) the researcher also conducted a questionnaire through Google forms and filled by 34 students. The content in this questions session was the same as the questions in the interview.

Data Analysis

The researcher used thematic analysis that aims to identifying patterns or to find themes through the data collected (Braun & Clarke, 2006). This method was effective to explore the deep qualitative data in order to find the relationship of patterns in a phenomenon and explain the extent to which a phenomenon occurs through the eyes of researcher. According to Braun & Clarke (2006), the stages of thematic analysis were: 1) recognizing data, 2) arrange the code, 3) find the theme, 4) review the theme, 5) define the theme, and 6) compose the data.

Result and Discussion

Theme 1. The Definition of Role-play according to Students' Perception
Four out of five participants stated that role play is an activity to play a character based on a scenario or story.
Q: What do you think about role play learning in speaking class?
 "Bermain peran adalah kegiatan memerankan suatu peran yang ada di cerita atau dialog." (S5)

Theme 2. Students' Feeling Domination
The first students' feelings when they spoke and play roles in online speaking class were quite varied:
Q: What was the first time you feel when you speak and play a role in online speaking class?
"Seru sih miss seru… kayak ada kegiatan baru..senang dan sangat tertarik" (S4)
This was supported by data from the questionnaire which stated that 17.6 % (6) of students strongly agree and 52.9% (18) agree that learning role-plays in online speaking classes was terribly interesting and made them satisfied.
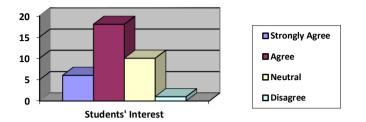
Figure 1. Students' Questionnaire

Afterwards, one participants mentioned that she still felt embarrassed: *"Takut dan malu miss karna diliatin yang lain kalo zoom…" (S3)*

Theme 3. The Advantages of Role-play in Online Speaking
Q: What are the benefits that you feel during online role play learning?
1. Intensify Comprehension and Ability

Four out of five participants responded that the role play technique applied in online speaking class proven could help them in comprehend the material and extend their ability to speak English:
"..manfaat nya…paling lebih bisa mempermudah belajar bahasa inggris kita miss jadi gampang ngerti…." (S3)

2. Develop Technological Capabilities
Three out of five participants stated that they could learn new applications used in the online learning era and keep pursue the technological developments. The following was the expressions from one of them:
"Manfaat nya adalah kita lebih mengetahui perkembangan teknologi yang mana sebuah drama atau dialog juga bisa diperankan dalam pembelajaran online" (S2)

3. Escalate Self-confidence
Based on the results of the questionnaire, 14 out of 34 students stated that online role-play did not help them in increasing their confidence in speaking. Subsequently, 7 students felt indifferent and 13 students agreed that role play helped them in increasing their self-confidence:
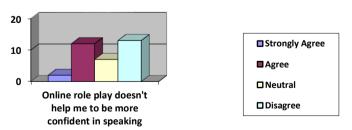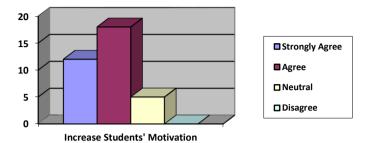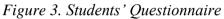

Figure 2. Students' Questionnaire

4. **Enhance Students' Motivation**

Figure 3. Students' Questionnaire

The questionnaire showed 12 students (35.3%) strongly agree and 18 students (52.9%) agree that online role play motivated them to learn more about speaking.

5. **Degrade Students' Anxiety and Nervousness**

Four out five students revealed that role play activities in online speaking class were proven could reduce their nervousness. During the lessons, they do not feel any anxiety and nervousness because they just talked in front of camera. The following was the expressions from one of them:

"Untuk saya, saya tidak ada nerveous sama sekali miss apalagi jika hanya di depan kamera." (S2)

Theme 4. Students' Difficulties

Based on the interview data, the difficulties were divided into two factors, internal and external factors:

1) **Internal Factor**

Three out of five students mentioned that the difficulty in online role-play was related to their speaking skill and pronunciation errors. The following was the expressions from one of them:

"....Maksudnya ada beberapa kata yang sulit untuk saya ucapkan, kadang selalu keselimpet.." (S4)
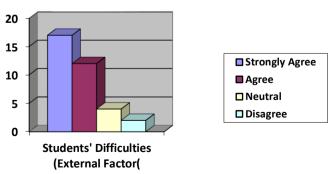
2) **External Factor**

Figure 4. Students' Questionnaire

This table above showed 17 students (50%) strongly agree and 12 students (35.3%) agree that the difficulties of online role play were related to the limitation of internet network and video editing.

Theme 1. The Definition of Role-play according to Students' Perception

One participant mentioned that role-play activity was an opportunity to explore other people's roles and not being ourselves. This was in accordance with Lindawati & Sengkey (2017) that role play was learning techniques that provide opportunities for students to act like people involved or in the desired situation. In acting as someone else, students must figure out the script properly and practice it according to character' object. In addition, Ruslan (2020) added that role-play was a method of acting out certain ways of behaving or pretending to be someone else with new situations.

Theme 2. Students' Feeling Domination

Based on the results, three participants stated that they felt satisfied and interested when playing a role and dialogue in an online speaking class. This was supported by Zhang (2015) who revealed that online role-play helped students collaboratively in developing ideas in a creative way. When students are given a dialogue script, they will imagine how the character would be. After that, the students will search for references and think creatively as possible as they are. This activity was also fun because it adopts different perspectives from different roles and give responds to other roles. Therefore, the results indicated that a positive response will lead to a positive attitude experience.

One participant mentioned that she was shy and afraid to speak during an online class. Generally, the students felt afraid because they lack of practice and not mastering the speaking ability itself which causes them to be unable to improvise. Nadiah et al (2019) on their observations found that the reason why students' lack of confidence were: lack of practice, not mastering the material well, lack of vocabulary, and feeling afraid when speaking in public. This matter was very detrimental because the main key of speaking is confidence. Salamah (2019) added the solutions to overcome these weaknesses were practicing speaking English effectively inside and outside the classroom. While in this pandemic era, students can utilize social media platforms to communicate and train to speak English with people around the world.

Theme 3. The Advantages of Role-play in Online Speaking

Role-play proven could help them in comprehending the material and extend their ability to speak as described by Nurhidayah (2020) which stated that role-play activities can improve students' speaking skills. Wulandari (2019) also approved that the teachers use role-play to simplify the learning process so that the learners can understand the material easily. Furthermore, according to student responses in

teaching and learning activities, it can be concluded that students like role-play techniques. In addition, online role play also has benefits in the field of technology. It could teach the students about technological developments that can facilitate learning process. This is supported by Zhang (2015) who investigated how the teacher teach and use online role-play for collaborative arguments so that the students have a better knowledge on how technology enhances learning and may temporarily replaces the conventional learning.

The uses of role-play method succeed in increasing students' motivation in English conversation. Nurbaya (2016) concluded that role play was a technique that can develop students' abilities in the target language, encourage students to talk or interact with other people in the classroom, and increase motivation. In addition, online role-play has been proven to expand students' self-confidence and it could reduce their anxiety. Ruslan (2020) mentioned that the role play technique has proven to be one method that can increase students' self-confidence and produce a positive attitude. Landrum (2020) also clarified that online learning generates greater satisfaction for students because they have new experiences and high self-confidence. Online classes were useful for shy students who have better confidence during learning online. Role-play itself could increase self-confidence, and then combined with the use of online learning which also beneficial for increasing students' self-confidence. Online learning also provides several benefits especially in reducing nervousness and fear. This was agreed by Yusnilita (2020) who reported that 75% of her students feel more confident in participating online learning than face-to-face classes.

Theme 4. Students' Difficulties

The internal barriers that students' feel in online role-play were still related to the language skills itself such as pronunciation errors, lack of knowledge, and lack of practice. Arifin et al (2013) revealed the problems on role-play such as: students still have a bad vocabulary, students were not interested in the material given, and students rarely practice English. The solution to overcome this problem is practicing. Salamah (2019) suggested a solution to overcome this weakness is to practice speaking English effectively. Students can practice by memorizing the dialogue text and then announce it aloud. Students can imagine the audience with any imagination such as turning the audience into a statue or believing that there is no one in front of them. Generally, students will practice in front of a mirror or having conversations with their friends before representing the show.

Afterward, the other factor is from the external side, which was related to internet access in all student places. Efriana (2021) stated that students still have difficulty accessing the internet because of their place. Nashruddin et al cited in Efriana (2021) confirmed that some students live in remote rural areas that were not accessible by the internet. In addition, their cellular network was sometimes unstable, due to the geographical location which is quite far from signal coverage.

CONCLUSION

The role-play technique in online speaking learning provided a high engagement to build students' enthusiasm in the online learning era. The results of the interview and questionnaire data which were used to answer the research problem showed that all of the participant's perceptions of the use of role-play technique in online speaking class were good or positive. The majority of participants declared that they had an interesting and enjoyable experience. However, a small number of other participants feel indifferent and reluctant to be active in this learning process. This was because they still facing some obstacles such as pronunciation errors, lack of knowledge, lack of practice, and limited internet access.

REFERENCES

Almira, R. V., Aziz, Z. A., & Erdiana, N. (2017). Information gap in teaching speaking. *Research in English and Education Journal*, *2*(2), 135-143.

Arifin, Z., & Rosnija, E. (2013). Teaching Speaking Ability Through Role Play. *Jurnal Pendidikan dan Pembelajaran Khatulistiwa*, *2*(1). doi.org/10.5296/ije.v11i3.14658

Clarke, V., & Braun, V. (2013). Teaching thematic analysis: Overcoming challenges and developing strategies for effective learning. *The psychologist*, *26*(2). DOI:10.1191/1478088706qp063oa

Efriana, L. (2021). Problems of Online Learning during Covid-19 Pandemic in EFL Classroom and the Solution. *JELITA*, 38-47. SSN: 2721-1096 (Print), 2721-1916 (Online)

Famularsih, S. (2020). Students' experiences in using online learning applications due to COVID-19 in English classroom. *Studies in Learning and Teaching*, *1*(2), 112-121. doi.org/10.46627/silet.v1i2.40

Gon, S., & Rawekar, A. (2017). Effectivity of e-learning through WhatsApp as a teaching learning tool. *MVP Journal of Medical Science*, *4*(1), 19-25.

Landrum, B. (2020). Examining Students' Confidence to Learn Online, Self-Regulation Skills and Perceptions of Satisfaction and Usefulness of Online Classes. *Online Learning*, *24*(3), 128-146.

Lindawati, N. P., & Sengkey, F. (2018). Peningkatan Keterampilan Berbicara Bahasa Inggris dengan Teknik Role Play pada Siswa Kelas X SMA Dwijendra Denpasar. *Jurnal Manajemen Pelayanan Hotel*, *1*(1), 1-8.

Ma, Z. F. (2020). Role play as a teaching method to improve student learning experience of a bachelor degree programme in a transnational context: an action research study. *Compass: Journal of Learning and Teaching*, *13*(1), 1-10.

Maulidar, K., Gani, S. A., & Samad, I. A. (2019). Teacher's strategies in teaching speaking for cadets. *English Education Journal*, *10*(1), 80-94.

Munawar, M. (2015). Improving speaking skills through the learning community technique. *English Education Journal*, *6*(4), 484-496.

Nadiah, N. (2019). The Students' Self-Confidence in Public Speaking. *ELITE JOURNAL*, *1*(1), 1-12.

Nisa, M. (2019). Pengaruh Pengalaman Belajar Terhadap Sikap Positif Siswa Dalam Pembelajaran Matematika di SMP NU Dukuhjati Krangkeng-Indramayu. *Pediamatika*, *1*(01).

Nurbaya, S., Salam, U., & Arifin, Z. (2016). IMPROVING STUDENTS' SPEAKING ABILITY THROUGH ROLE PLAY. *Jurnal Pendidikan dan Pembelajaran Khatulistiwa*, *5*(10).

Nurhidayah, V.A. (2020). IMPROVING SPEAKING SKILL BY USING ROLE PLAY FOR TEENAGER. Jurnal Studi Gender dan Anak. Volume: 7 Nomor 1 Tahun 2020 [Pp 101-113]

Ruslan. (2020). Students' perception on the Use of Role Play by the Teacher in EFL Classroom (Doctoral dissertation, Universitas Siliwangi). *Journal of Teaching & Learning English in Multicultural Contexts* E-ISSN : 2541-6383. Vol. 4 No. 1

Salamah, S. (2019). AN ANALYSIS OF STUDENTS'SPEAKING ANXIETY IN YOUNG LEARNER CLASSROOM THROUGH SMALL GROUP DISCUSSION A Case Study of Grade VII Students of SMP Muhammadiyah 1 Semarang in the Academic Year of 2018/2019 (Doctoral dissertation, UNNES).

Serhan, D. (2020). Transitioning from face-to-face to remote learning: Students' attitudes and perceptions of using Zoom during COVID-19 pandemic. *International Journal of Technology in Education and Science*, 4(4), 335-342.

Wulandari, A. T., Pratolo, B. W., & Junianti, R. (2021, January). Students' perception on the use of role-play to improve students' communicative competence. In *UAD TEFL International Conference* (Vol. 2, pp. 137-145). DOI: https://doi.org/10.12928/utic.v2.5748.2019

Zhang, L., Beach, R., & Sheng, Y. (2016). Understanding the use of online role-play for collaborative argument through teacher experiencing: a case study. *Asia-Pacific Journal of Teacher Education*, *44*(3), 242-256. https://doi.org/10.1080/1359866X.2015.1081673

Zuhriyah, M. (2017). Storytelling to improve students' speaking skill. *English Education: Jurnal Tadris Bahasa Inggris*, *10*(1), 119-134.