STUDENTS' PERCEPTIONS IN THE IMPLIMENTATION OF ROLE PLAY IN INCREASING SPEAKING SKILL AT SMP NEGERI 4 TONDANO

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Abstract: Speaking is one of the important skills in learning language and an indicator to determine people's understanding especially student, in this case learning English. However, speaking was also a difficult task for student to be mastered due to the lack of confidence and creative method. The purpose of this study was to find out how students' perception in the implementation of role play activity in speaking English to a junior high school student. This study was conducted at SMP Negeri 4 Tondano using direct questionnaire. In this study, twenty-four of the students from grade VIII were asked to fill and respond to fifteen questions related to role play activity. Based on the result of the study, it showed that student's perception toward role play activity was very interesting. All of the participant find role play interesting and help them to improve speaking English. Meanwhile, 75% of the student choose strongly agree that role play is enjoyable for them and 79% of the student agree that role play is an easy way to communicate in English. Then, just 4% of the student said role play is hard and 58% of them says that they need more time to practice role play. It can be concluded that students' perception in the implementation of role play activity in increasing speaking skills of student at SMP Negeri 4 Tondano was useful and play significant role in increasing student's confidence and help them to understand English easier in a fun and efficient way.

Keywords: *EFL, Implementation, Students perception, Students confidence, Role play*.

INTRODUCTION

Speaking is a person's skills to produce sounds that exists at the meaning and can be understood by other people, so they are able to create a proper conversation and communication. According to Siahaan (2008) speaking is a productive language skill. In the other hand, speaking is the use of language to communicate with other (Fulcher, 2003:23). In addition, according to Bailey (2000) speaking is a process of interaction where speakers intend to build a meaning through producing, receiving

and processing information. Based on the definitions above, it can be concluded that speaking is an activity and interaction between two or more people in order to communicate and exchange information. In academic terms of learning English, speaking is a very important component that should be mastered by students. According to Yuliana, Krisriawan & Suharti (2014): in learn how to speak, students will know how to express their ideas communicatively and meaningfully. By mastering speaking skill, they can easily communicate and exchange information to other people. In speaking, they were many things to consider in which the student should pay attention to a major component such as grammar, pronunciation and vocabulary. Furthermore, there are two main factors affecting the student's problem in developing their speaking skill in an English subject. First, the internal factors which the lack of motivation of students to practice and use the English language on a daily conversation. It is because they feel pressured and shy to take part in an English conversation (Liando et al., 2022); (Liando et al., 2023); (Liando et al., 2023); (Liando & Tatipang, 2022). The other factors are the external one that come from the method of teaching by their teachers in an English class. The students find the method is too monotoned and boring which cannot stimulate and gain student interest in speaking English. Most of the students have difficulty to express their ideas, they expression in English and they do not feel confident with their speaking in a class because of the environment and method used in their class.

Over the past decade role play activities are often used by junior high school teachers in teaching speaking. Role play is a technique that can be implemented to develop students' speaking skill and can build their confidence as well. However, in role play each player acts the role, and they are introduced to a different context which is challenging, interesting and new for them (Islam & Islam, 2007:67). It gives them opportunities to show their ability that the language, body language and expression would be different.

In addition, role play is important in developing speaking because it gives students an opportunity to practice communicating in different social context and roles. It also allows students to be creative and to put themselves in another person placed for a while. According to Stephen Hatting based on his observation in the conversation class, the role play would seem to be the ideal activity in which students could use

their English creatively and it aims to stimulate a conversation situation in which students might find themselves and give them an opportunity to practice and develop their speaking skill. In this context to mastering speaking in English subject either on daily conversation, the researcher finds role play could be an alternative solution to make students develop their speaking comprehension. Based on the explanation stated on the background, most of the students had difficulties in expressing their understanding of English in a conversation. Because there was a problem they dealing with, for example afraid of grammatical error and afraid make mistake in daily speaking. How was the students' perception on the implementation of role play activities to increase speaking skill. Role play is a popular strategy that helps students to make themselves known in new social environments. The process of role playing helps and increasing the students' understanding of the words and how to use the words in real world context. (Alabsi, 2016).

According to Bynes (2006) there are two types of role play study. Those are scripted and unscripted role plays. A scripted role play is a role play that the players uses a script provided by the teachers. Students are asked to perform by using script about the dialogue. The second one is an unscripted role play which means that student perform their dialogue without any script. They should act the roles according to their own ideas.

The benefits of using role play technique in teaching speaking according to Kilgour et al. (2015) is that the students can engage in some activities in a classroom that force them to reflect upon ideas and how they are using those ideas that they have, in order to make students truly learn information. By engaging in a role play activity, students are provided with opportunities to view situations from wide perspectives. Role plays made students open their mind, active in learning activities and build their knowledge as well.

Sagimin (2015) also noted that role play activity is an interesting activity. Student will be given a role from the teachers with various topic and situation. Students can create their own space like dialogue in order for them to express their own ideas into dialogue in role play activities. According to Huang & Hu (2016) role play is an activity that is commonly used for teaching speaking in classroom. From role play activities, there are different perception from students and teachers.

Students' perceptions are very important to teacher to make activities that are appropriate for them in the future. In role play activities students will interact face to face with their pairs.

In the other hand, according to Hidayati & Pardjono (2018) study, most of the students agreed that the implementation of role play activities can be applied in the teaching and learning process. Students agreed to use various activities in speaking class such as role play, short play, debate, mini lecture, story-telling, presentation, pair work, discussion and job interview sometimes make them aware to those activities.

RESEARCH METHOD

In this study, the researcher used descriptive qualitative. The researcher used design of descriptive method which is a method of research that attempt to describe and interpret the objects in accordance with reality. The descriptive method is implemented because the data analysis is presented descriptively. Arikunto (2010) stated that purposive sampling is the process of selecting sample by taking subject that is not based on the level, but it is taken based on the specific purpose. In this study, the researcher used purposive sampling as a sampling techniques. Meanwhile, the sample is from grade VIII students at SMP Negeri 4 Tondano. Consisted of 24 students. According to Cresswell (2012:10), there are three types of the questions:

a.   Close-ended question is the researcher poses a question and provides pre-set response options for the participant

b.   Open-ended questions are questions for which researchers do not provide the response options; the participants provide their own responses to questions.

c.   semi-closed-ended questions: This type of question has all the advantages of open- and closed-ended questions. The technique is to ask a closed-ended question and then ask for additional responses in an open-ended question.

There is various method for analyzing data according to qualitative approach. According to Miles and Huberman (1994:10) qualitative data analysis consists of data collection, data reduction, data display, and conclusion drawing/verification". Based on the statement, the researcher applied data collection, data reduction, data display,

and conclusion in this research. According to (Manco et al., 2017) the data analysis method explanation are in the following:

a.   Data collection can be seen through questionnaire.

b.   Data reduction is a stage of summarizing, classifying, and focusing on essential things. In this stage, the researcher needed to separate the accurate data from the in accurate ones. Through the data reduction, the research may focus on the data that will be analyzed.

c.   Data display is a stage of organizing the data into patterns of relationship. The data display can make the collected data easier to be understood. In this stage, the researcher presents the narrative text.

d.   The verification or conclusion can be in a form of thick description. The verification is the answer of the research problems that have been formulated.
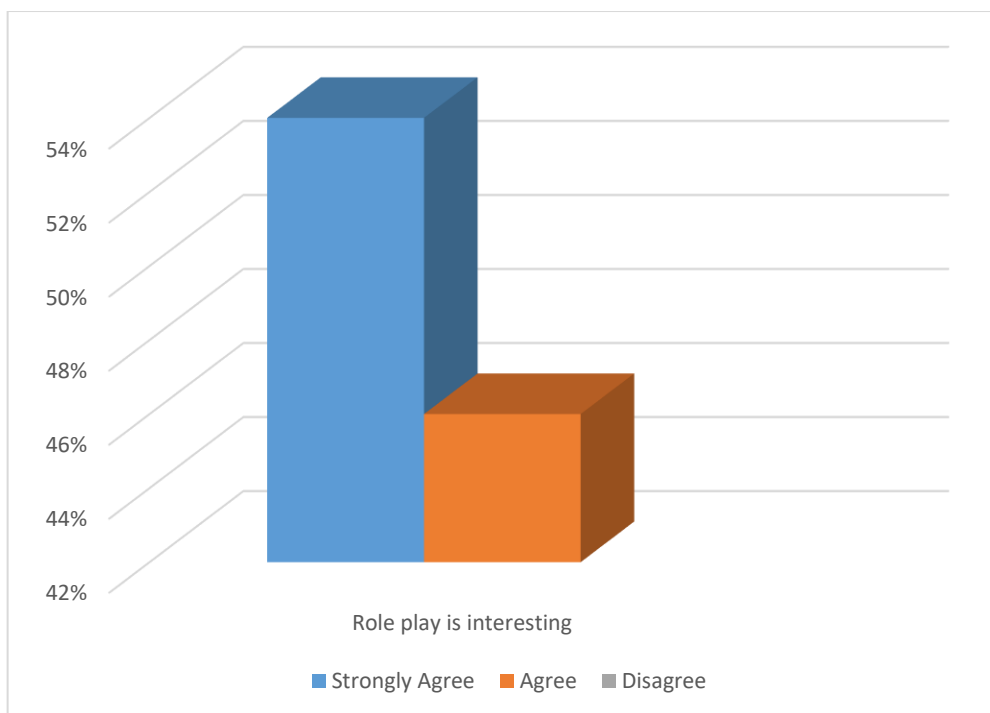
FINDINGS AND DISCUSSION

A.   *Data Reduction*

Question	SA	A	D	SD
1	54%	46%	0	0
2	0%	46%	50%	4%
3	63%	37%	0	0
4	21%	79%	0	0
5	8%	67%	21%	4%
6	29%	54%	17%	0
7	38%	50%	8%	4%
8	4%	33%	58%	4%
9	46%	46%	8%	0
10	46%	46%	8%	0
11	50%	33%	17%	0

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12	64%	26%	10%	0
13	58%	37%	5%	0
14	63%	30%	7%	0
15	75%	25%	0	0

B. Data Display

Specifically, the explanation in this chapter will explain the facts that we discovered in this investigation.

Figure 1. Role play is interesting.

Researchers could see from the information above that everyone decided to agree with the first question, which asked how engaging role playing was. It showed students chose Strongly agree is 54% and agree 46%. So, it was discovered from the 24 participants in this study that everyone thought role play was fun, especially for improving speaking. In this situation, something done with interest will be able to boost concentration in studying it.

Figure 2. Role play is hard.

Role play is hard
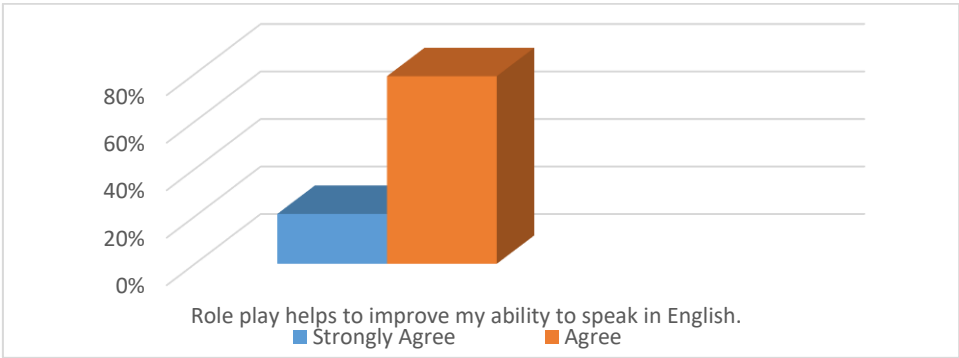■ Strongly Agree ■ Agree
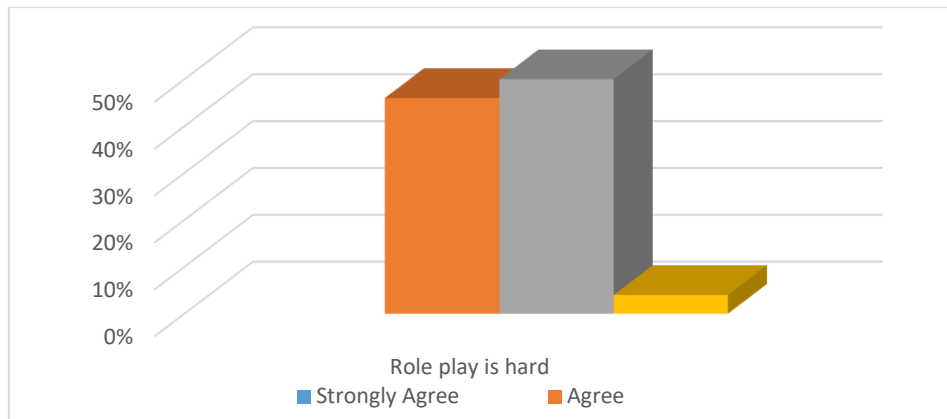
According to the results of the analysis of student responses to the question of whether role play was difficult. It showed students chose Agree is 46% while Disagree 50% then strongly disagree 4%. As could be seen from the data above, about 50% of students decided not to agree with this claim, which meant that the claimed that role play was difficult then it was untrue and did not correspond to the reality. Students could exhibit and learn about what has been demonstrated through role play, making it easier for them to understand what was being taught. For the challenges themselves, it depends on the students' ability to grasp the information.

Figure 3. Role play helps to improve my ability to speak in English.
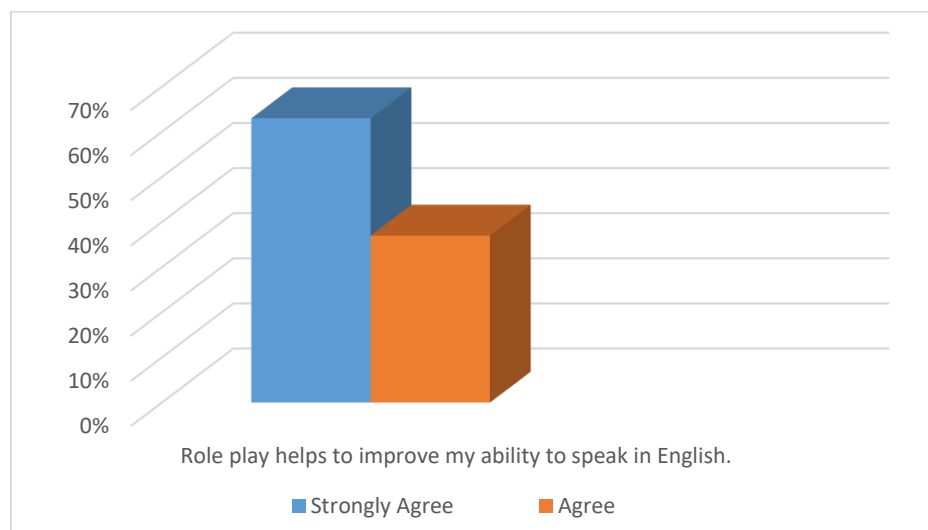
Role play helps to improve my ability to speak in English.
■ Strongly Agree ■ Agree

The data demonstrated that all students or respondents chose to agree or even strongly agree that role play helps them speak English. It showed students prefer Strongly agree 63% while Agree 37%. The improvement that was obtained through the role play itself turned out to have a level of success that could be said to be concrete because the results were obvious, and if they were asked again, they would undoubtedly still know about what was the material.

Figure 4. Role play is an easy way to communicate in English.

Role play helps to improve my ability to speak in English.
■ Strongly Agree   ■ Agree

The data demonstrated that all students or respondents chose to agree or even strongly agree that role play helps them speak English. It showed they preferred strongly agree 21% then agree 79%. The improvement that was obtained through the role play itself turned out to have a level of success that could be said to be concrete because the results were obvious, and if they were asked again, they would undoubtedly still know about what was the material.

Figure 4. Role play helps me to overcome panic.

Role play helps me to overcome panic
■ Strongly Agree   ■ Agree
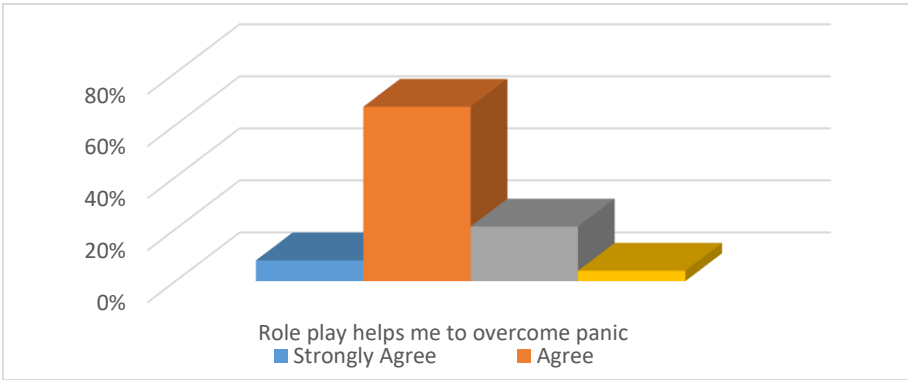
Through their responses, it determined that panic happened because they were nervous when they only spoke or memorized one or two sentences, but If learning was done in a fun way then the results would be better. It showed students prefer strongly agree 8% then agree 67% while disagree 21% and strongly disagree 4%. The results of the analysis of the data above regarding role playing could overcome panic in learning English, that was, more than half of the respondents agreed with this.

Figure 5. Role play is different from other activities in English.
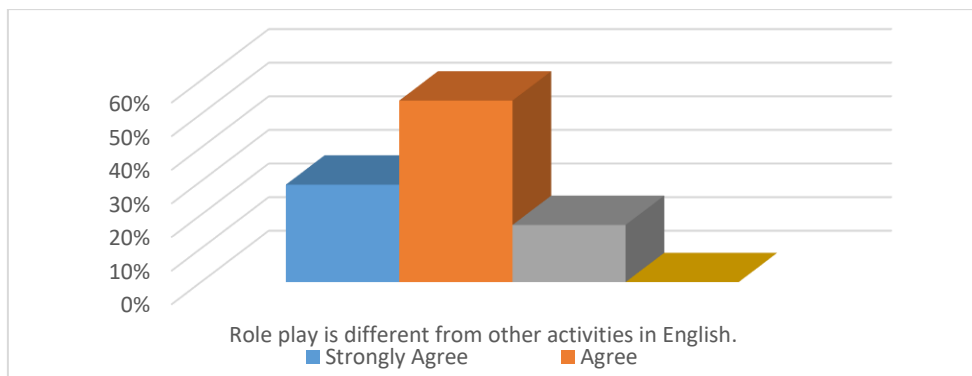

Role play was an activity that was unique from other activities in learning English, according to the majority of respondents (80%), as indicated in the chart above, which was based on data from the book. It showed they prefer strongly agree 29% then agree 54% and disagree 17%. One of the enjoyable activities for pupils that can also aid in their comprehension is this one. As a result, they are aware of the given headwear.

**Figure 6. Role play provides an opportunity to express thoughts freely.**
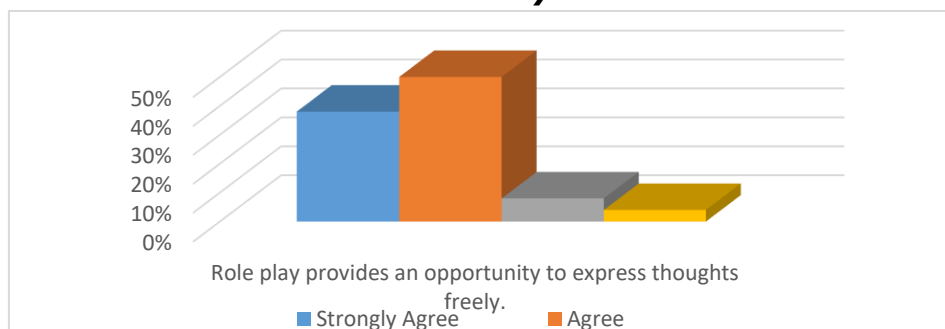
More than half of respondents agreed with the statement that role play provided opportunities for expression because, through role play, they were not fixated on existing texts or texts but could improved every word or sentence as long as it did not change the text or script that was provided, and through this activity they were. It showed they chose strongly agree 38% then agree 50 while disagree 8% and strongly disagree 4%. The analysis of the data above yields positive results when looking at the responses from respondents who gave their responses.

Figure 7. In role play activities I don't need much time.
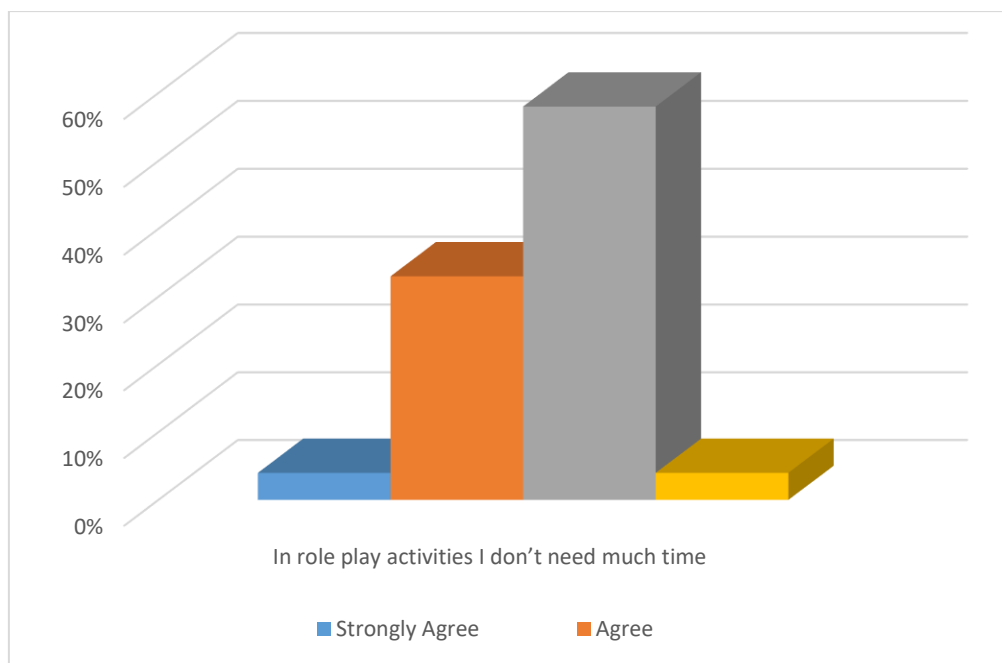

According to the data from the students' responses to the book, the majority of them did not agree that role-playing only takes a short amount of time. It showed they prefer strongly agree 4%% then agree 33% while disagree 58% then strongly disagree 4%. In reality, it took quite a bit of time to play a role because it took time for preparation. However, in this case, the most crucial aspect of role-playing was that the participants comprehend their roles and can successfully complete this activity.

Figure 8. Role play helps me to improve my English vocabulary.
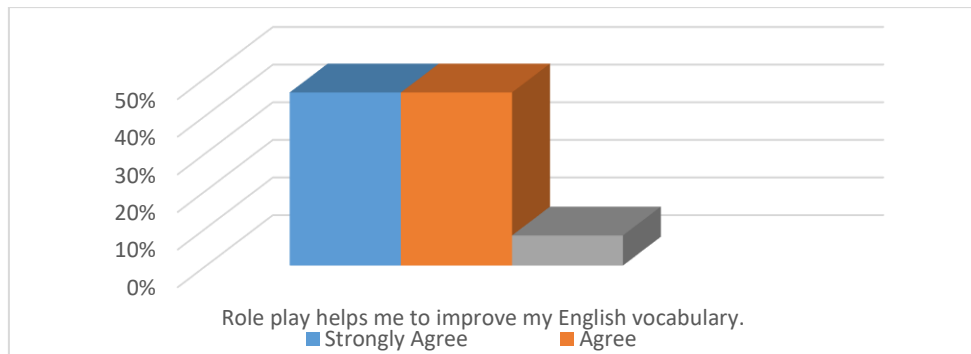
According to student comments on how role playing has helped them increase their vocabulary in English, the data above demonstrated good outcomes. More than half of the students respond well to this activity's requirement that they utilize creativity to improve their roles, since all role-playing participants seek out straightforward language or vocabulary to avoid complicating their experiences. It showed they prefer strongly agree 46% then agree 46% and disagree 8%. This would force children to discover new words or terminology, increasing their English language retention.

Figure 9. Role play can help me in conveying ideas.
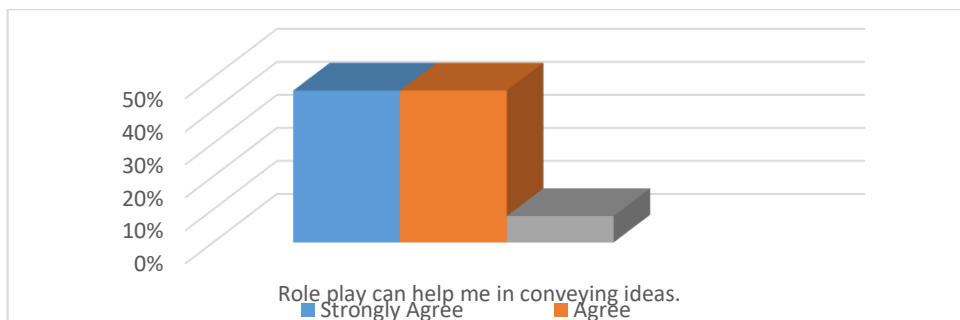
According to the information presented above, students could communicate their opinions by responding positively to the results provided by them when responding to role-playing claims. Since role play was flexible, their ideas will be effectively represented through it. It showed they chose strongly agree 46% then agree 46% and disagree 8%. The benefits that will be acquired are that they will comprehend

and understand more about role play and also get a lot of new terminology that they had never heard before, but from the expressions of students and replies in the game rather than from the current scripts or texts.

**Figure 10. The feedback after role play helps to improve further.**
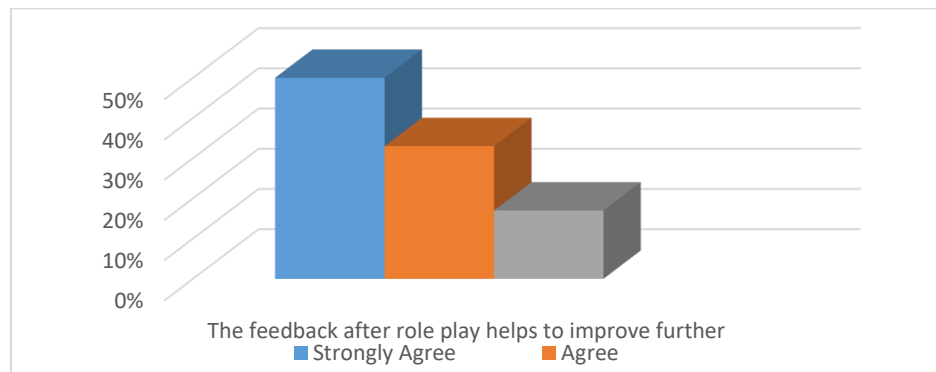
Students could communicate their opinions based on the information presented above by responding positively to their responses to role-playing claims. Since pretend was adaptable, their thoughts will be actually addressed through it. It showed that they chose to strongly agree with 50%, to agree with 33%, and to disagree with 17%. The advantages are that they will gain a deeper understanding of role play and learn a lot of new vocabulary they had never heard of before, but not from the current scripts or texts but rather from the expressions and responses of students in the game.

*Figure 11. It gives a scope to show innovation.*
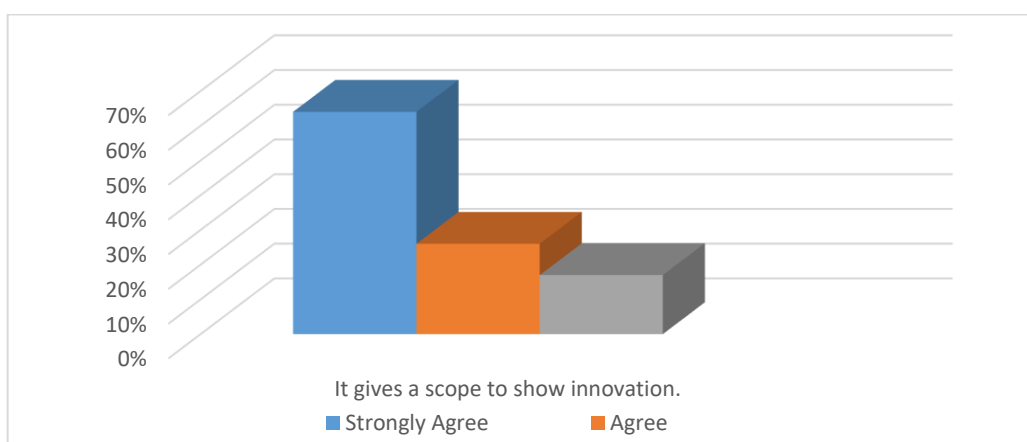
The majority of students agreed, based on their responses to the book, that role play gave them a chance to demonstrate their inventiveness. It showed they favor emphatically concur 64% then concur 26% while disagree 10%. In point of fact, it required a significant amount of preparation time to play a role. However, in this instance, the most significant aspect of role-playing was the participants' ability to successfully complete the activity and comprehend their roles.

**Figure 12. In a limited time, it is difficult to fully express the role**.
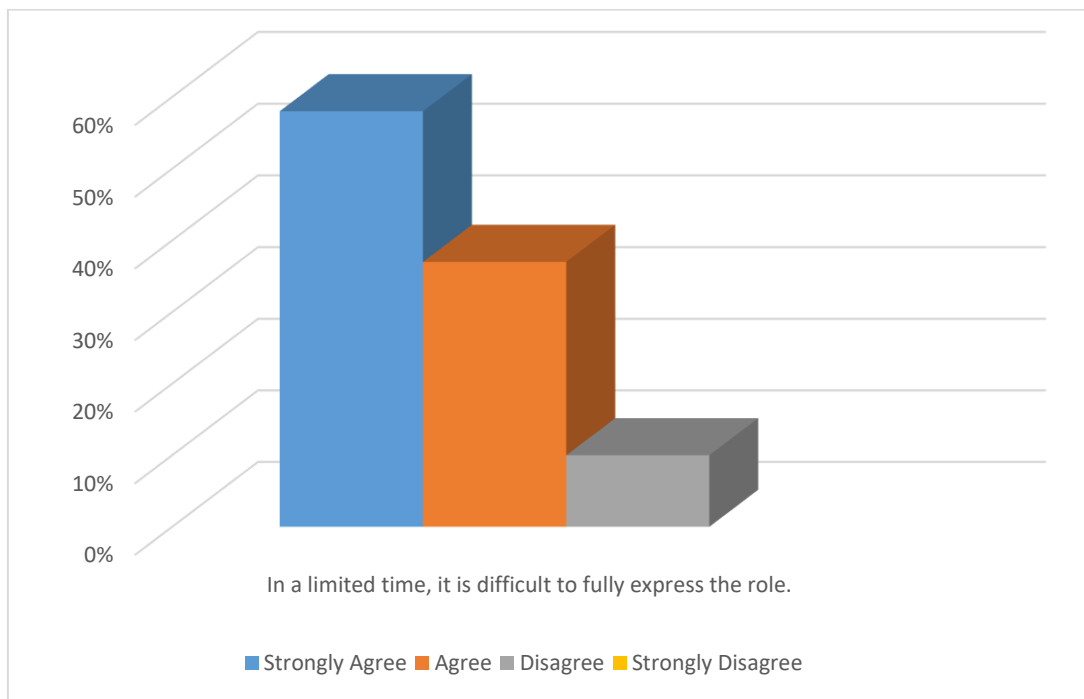
More than half of the respondents agreed with the statement that role play provided opportunities for expression because, through role play, they were not fixated on existing texts or texts but could improve every word or sentence as long as it did not change the text or script that was provided, which they were doing through this activity. This meant that role play provided opportunities for expression. It demonstrated that 58% of them selected strongly agree, 37% agreed, and 5% disagreed. When the responses of the respondents who gave their responses are looked at, the results of the above data analysis are positive**.**

Figure 13. It helps to increase fluency as it is rehearsed with expressions.
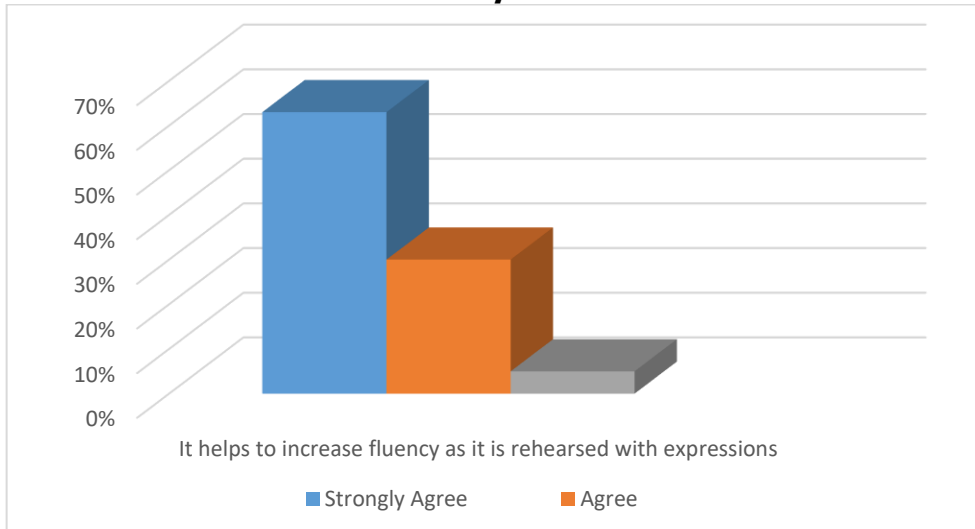
According to the majority of respondents, role play was different from other activities for learning English, as shown in the chart above, which was based on book data. It demonstrated that 63% of them strongly agreed, 30% agreed, and 7% disagreed. This is a fun activity for students that can also improve their comprehension. Consequently, they are aware of the supplied headgear.

Figure 14. Role play is Enjoyable for students.
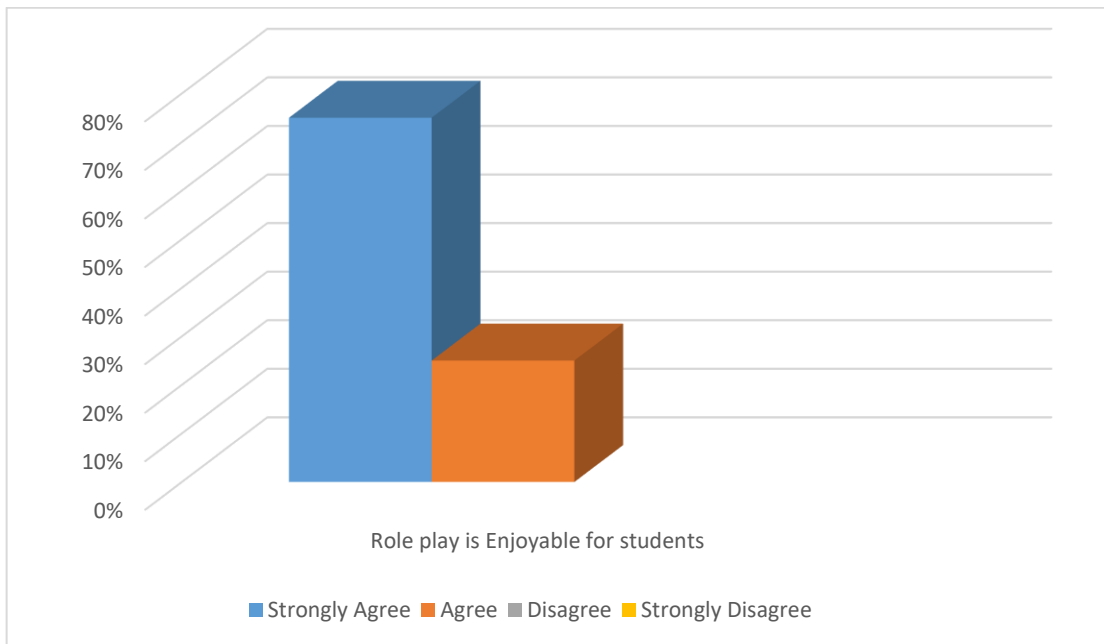
The information exhibited that all understudies or respondents decided to concur or try and firmly concur that pretend assists them with communicating in English. It showed that 75% of students prefer Strongly Agree to Agree. The improvement that was gotten through the actual pretend ended up having a degree of progress that could be supposed to be concrete in light of the fact that the outcomes were self-evident, and in the event that they were asked once more, they would without a doubt actually realize about what was the material.

C. The Verification in Conclusion

Based on students' responses to each of the offered role-playing statements given by the questionnaire. Due to the fact that this method, or role play, is one of the activities that students agree on, it is clear from that that all claims had a favorable reaction. Students are required to be creative in their role-playing, therefore this activity not only involves learning but also has students participating in enjoyable activities. In this scenario, learning is accomplished via the use of innovative learning strategies.

In addition to reading and memorization exercises, this role-playing game will make it simpler for students to learn English since they will be prepared to put what they have learned so far into practice with their characters.The role play activity method is declared successful due to the response and understanding of students about learning English. This role play learning or activity is fully supported by students, and when looking at their answers to the questionnaire provided, it becomes clear that these responses are very good and they enjoy the method. In conclusion, the researcher found that the use of role play activity in teaching English class was beneficial on increasing students of SMP Negeri 4 Tondano to learn English. Based on the answers of the questionnaire conduct, the researcher found there are 75% of the students' choose strongly agree about the role play is enjoyable for students', on the other hand, 79% of the students' choose that they are agree that role play is an easy way to communicate in English. Meanwhile, 58% choose disagree about that in role

play activities students' don't need much time to learning about it. Then, only 4% of the students' choose strongly disagree that the role play is hard. So, role play activities is very useful and can helped students in improving both by helping them to learn new vocabulary but also assisting them to understand the situation given by the role play itself.

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