



Students' Perception Regarding to the Use of Role Play Technique in Learning Speaking Skills

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Abstract

This study aimed to find out how are the perception of students regarding to the use of role play technique in learning speaking skills and also what are strengths and weaknesses of it according to students' perception at SMP Negeri 1 Kelapa Dua, Tangerang. The research employed a case study method. The data were collected by observation, questionnaire, and interview. The results of the research showed that role play helped students in English vocabulary, English grammar, English comprehension, English pronunciation, and also their English fluency. Moreover, it was more fun and helped them to cultivate their knowledge, made them interested and more enthusiastic, more optimistic, more motivated, taught them about teamwork, involved them directly, and more active. It is proven to be an efficient technique in teaching and learning speaking skills, but less effective in fostering students' self-confidence. Therefore, it still made them shy and afraid when playing roles.

Keywords: perception, role play technique, speaking skills

Introduction

As one of the subjects in learning English, speaking plays an important role. Basically, speaking is an interactive procedure of constructing meaning that includes producing, receiving, and processing information (Brown, 2004). In order for someone to understand what you have been talking about means you have to be able to speaks in a right way, in English, the one key is self-confident. For example, when students speak in front of the class with lack of self-confident, there will be a lot of errors and mistakes because they are tending to read a textbook rather than speaks through their minds or thoughts. Even though essentially all of students -not only in English lesson- learn what their understood on their minds

rather than in a textbook, so mistakes and errors could be minimalized. Speaking is the most crucial ability when learning a foreign or second language (Rao, 2019). In addition, speaking skill is one of the basic skills in learning English which is important to be learned (Jannah et al., 2020). Therefore, it is important for English teachers to focus on the EFL learners' speaking skill as it is having some benefits in mastering speaking skills, such as achieve a good English learning process, the ability to speak in front of a lot of audiences and use your own ideas to communicate easily with others.

However, most likely students are still lack of self-confidence in expressing their thoughts using English. It happens because seems like they are not used to speak with



using English. In addition, some students struggle to articulate and explain their ideas, arguments, and even questions. This happens because students find it particularly challenging to speak a language because good oral communication demands appropriate language use in social situations. As a result of that assertion, students require explicit training in speaking, which, like any other language ability, must be learned and practiced.

As a result, to overcome the problems, role play technique can be used as technique to teach speaking skills. Role play is a technique that asks students to take on roles that are appropriate for the circumstance at hand and allows them to visualize themselves in that setting; students can improvise conversation and create their own scenarios, just like they would in real life (Romadhoni, 2022). Role play technique in learning speaking skills would help students in learning speaking skills and also helps them in learning logical and critical thinking. Moreover, it will definitely teach them so many vocabularies while practicing the role. It also will help them to conquer their anxiety and fear when they have to speak by using English in front of many people and make them get used to that kind of situation, so it will boost their self-confidence indirectly. Furthermore, according to Ruslan (2020), Through role-playing, students can learn about emotions, perceptions, values, and problem-solving techniques, improve their

group work skills and members' participation, and it can also occur in a real setting where students have the chance to achieve their goals in a secure and confident setting (Ruslan, 2020). Therefore, it is important to know students' perception toward the use of role play technique in learning their speaking skills, so it could be shown that the technique is effective and worthy to be applied in learning speaking skill because the students enjoy using it.

Theoretical Review

Perception itself is believed as an interactive process (Tatipang et al., 2021). It is an impression from acquired from a person's five senses, which they then organize, analyze, and evaluate to give them meaning (Asyifa, 2022). There are three steps of the process of forming human perception. According to Anso (2022), The three steps of perception are sensory recording, pattern recognition, and attentiveness (Anso et al., 2022). In addition, three factors, in which Saleh (2018) claims are important for perception, can be explained as follows:

Perceived object

Objects trigger sensations that bind to specific receptors or sensory organs. The stimulus directly affects the receiving nerve, in which serves as a receptor, and originates both inside and outside of the person who is perceiving it. But the majority of the stimulation is external to the person.



The sense organs, nerves, and central nervous system

The tools for receiving stimuli are receptors or sense organs. Additionally, sensory nerves must exist in order to send the stimulation received by the receptor to the brain, which serves as the central nervous system and the seat of consciousness. In order to respond, there are motor nerves.

Attention

The final factors are attention of awareness to hold perception. The first step in getting ready to perceive is paying attention. Attention is the centralized or concentrated display of all individual behaviors toward an object or collection of objects (Saleh, 2018).

There are also two forms of perception based on the statement from Pratiwi (2019), there are positive and negative perceptions. Positive perception is the view or perception of an object that results in a situation where the subject is said to accept the object because it fits his personality. That is the perception or perspective of an object, referring to the circumstances in which the perceptive subject is likely to reject the object being arrested because it is inconsistent with his nature (Pratiwi D., 2019).

Specifically, students' perception is how students' thought to responds about what they have done or about what they learned (Ansow et al., 2022). Furthermore, acknowledging the weakness and strengths of

a technique is also important to overcome any problem in using the technique if one's interested in implementing it.

The strengths of the role play technique are as follows: can impress with a strong and long-lasting in the memory of students, besides be a fun experience as well as give knowledge that embedded in brain memory; it is very interesting for students, so that it is possible to make classes become dynamic and enthusiastic; generating motivation and a spirit of optimism in students as well as fostering a sense of togetherness; and students can go directly to act out something that will be discussed in the learning process (Djamarah & Zain, 2006). On the other hand, the weaknesses of role play technique are as follows: the role play technique requires a relatively large amount of time; requires high creativity for students; not all subject matter can be presented through this method; most of the students assigned to role play felt embarrassed to act out a particular scene; and if the implementation of role-playing fails, not only can give a bad impression but at the same time the purpose of learning not yet reached (Sulastriningsih, 2016).

Method

The study design explains the methods for data collection and analysis. Qualitative data focused on the attitudes, worldviews, feelings, and experiences of individuals as well as the key issue. A case study analyzes



how each person or group perceives their situation (Cohen et al., 2017). The study was conducted at SMP Negeri 1 Kelapa Dua, Kabupaten Tangerang, focusing only one class in class D as participant. For the data collection technique, observation, questionnaire, and interview are used. Non-participant conducted to know students' attitude towards learning by using role play technique. Likert-scale questions to know students' thought on their speaking skills after learning by using role play technique and the strengths and weaknesses in using role play in learning speaking skills based on their testimony. Structured interviews to know students' feel on learning speaking skills by using role play technique. Data analysis includes data reduction, data display, and conclusion. To check the credibility of the data, triangulation is used.

Result

The result of study is elaborated in three sections, students' positive and negative perceptions referring to theory from Pratiwi (2019), and also the strengths and weaknesses of using role play technique in learning speaking skills based on the theory from Djamarah & Zain (2006) and Sulastriningsih (2016).

Students' positives perception

Based on the results of questionnaire and interview, it was found that after learning by using role play technique gave them positives impact on their speaking skills.

From the questionnaire that are referring to the theory from Brown (2004) about speaking components, it was found that mostly students agreed that after learning by using role play technique, it helped them in knowing more about vocabulary in English, understand more about the correct and appropriate word order in English, understand more about what other people say in English, and also understand more about how to pronounce a word or sentence in English. As for interview results, it was found that learning speaking skills by using role play technique helped them to memorized more a lot of difficult vocabularies and also fixed her own grammar mistake, as noted from student 9:

"It trains me to memorize a lot of vocabularies and also fix my own grammar mistake" (Student 3, Item Number 10)

It was also found that learning speaking skills by using role play technique helped them to practice their English comprehension, understanding what other people say in English, as noted from student 10:

"Helpful, it can practice my speaking skill and helps me to understand what other people say in English" (Student 6, Item Number 5)

It was also found that that learning speaking skills by using role play technique helped her to her to foster her pronunciation:

"Helpful on how to pronounce a word in English" (Student 5 Item Number 5)



However, a lot of students chose to be neutral about their English fluency. However, few of them testified during interview that it trained them to speak English fluently, as noted from student 2:

“It trains my speaking fluency and also increase my self-confidence” (Student 2 Item Number 10)

These are a few testimonies given by students during interview, it is proven the alignment between new key findings from the questionnaires and the interview findings. Moreover, there are also more similarities between findings from questionnaires and interview findings. For example, the findings that stated about learning speaking skills by using role play technique gave them fun experience and helped them to cultivated their knowledge based on the theory from Djamarah & Zain (2006) and Sulastriningsih (2016) about the strengths and weaknesses of using role play technique in learning speaking skills. In the interview findings, they were also testified the same way as the answer from questionnaires. As noted from student number 2:

“Slightly helpful, it is more fun and makes it easier to understand the material” (Student 9 Item Number 5)

Another example, the findings that stated about learning speaking skills by using role play technique made them interested and more enthusiastic. In the interview findings, students were mostly testified that they are

interested with the role play teaching technique, as noted from student 9:

“Interested, I like the technique because it was more fun” (Student 2 Item Number 7)

Furthermore, other findings that are similar with the interview findings are the one that stated about learning speaking skills by using role play technique made them more optimistic about their abilities and made them more motivated, as noted from student 5:

“Yes, it motivates me, because it can practice my self-confidence and also more fun activities” (Student 5 Item Number 6)

And lastly, other findings that are similar with the interview findings are the one that stated about taught them about learning speaking skills by using role play technique involved them directly and made them more active, as noted from student 3:

“Yes, it can. It makes me more motivated because it is more fun and also makes me get involved directly on learning process” (Student 3 Item Number 6).

Students' negatives perception

As for the negative perceptions, it could be seen based on the findings from the questionnaires and interview that are referring to the theory from Djamarah & Zain (2006) and Sulastriningsih (2016) about the strengths and weaknesses of using role play technique in learning speaking skills. From the questionnaire, it was found that 30,3% students agreed that this learning made them shy and afraid when playing roles. It is more



than students disagreed with 24,2% students. This means that they still felt shy and afraid when using role play technique in learning speaking skills. As for the interview, there were few students who testified that they were still very shy and hesitated to move forward and playing their role, as noted from students 7 and 9:

“I’m still hesitate to move forward and perform the play” (Student 7 Item Number 8)
“I’m still feel less confident to move forward to perform the play” (Student 9 Item Number 9)

Furthermore, the researcher found the similarities between these two students who testified that they were still very shy and hesitated to move forward and playing their role, both of them did not really like English subject. Therefore, the researcher has a theory that their lack of interest on English subject, made them less confidence in the learning process with using role play technique. However, despite the fact that lack of self-confidence is the main issue that they were facing, there were a few students who testified that by learning speaking skill with using role play technique helped them to practice their lack of self-confidence, as noted from students 2 and 6:

“It trains my speaking fluency and also increase my self-confidence” (Student 2)
“It helps me to practice English conversation and also boost my self-confidence” (Student 6)

Even though both of the students above testified that it helped them to practice

their lack of self-confidence, both of them were liking the English subject, means that there is a correlation between their interest in English subject and their self-confidence in speaking English. The important thing to be the researcher’s concern is how to implement the role play technique and also the consistency. It is important to make students interested with the technique by involving them directly and actively during learning process and also made them to get used to speak English in front of many people by using this technique.

The strengths and weaknesses

As for the strengths and weaknesses, it could be seen from the questionnaires that are referring to the theory from Djamarah & Zain (2006) and Sulastriningsih (2016) about the strengths and weaknesses of using role play technique in learning speaking skills and also on their attitude during the learning process on observation. As for strengths, it was indeed providing fun experiences and knowledge embedded in brain memory because mostly students agreed that it gave them fun experience and helped them to cultivated their knowledge after learning speaking skills by using role play technique. it could be seen on how they were acting during the activity that they seemed to be having fun and also comprehending the material during learning process. It was also very interesting for students and also create a dynamic and enthusiastic class because mostly students agreed it was made them



interested and more enthusiastic after learning speaking skills by using role play technique, it could be seen that students seemed to pay attention to the teacher's explanation and they were also responding to the activity enthusiastically. Furthermore, it was also true that it generate motivation and optimism because mostly students agreed that it was made them more optimistic about their abilities and made them more motivated after learning speaking skills by using role play technique, students were willing to try to speak English during learning process, even though that they were struggling to do it, they also willingly participated on the activity and preparing their role play so that they can improve their speaking skills. And also foster a sense of togetherness because it taught them about teamwork, students were taught to about teamwork to prepare and perform the act on a group that could foster their sense of togetherness. Furthermore, it was also true that it directly involved them in acting out something that will be discussed in the learning process and made them more active because of students agreed that it involved them directly and made them more active after learning speaking skills by using role play technique, it could be seen that they were seemed to be involved directly and more active during the activity.

Furthermore, the researcher was also found that there was also the key finding that are contradicted with the theories that has been used in this research. For example, the

theory from Djamarah & Zain (2006) and Sulastriningsih (2016) about the strengths and weaknesses of using role play technique in learning speaking skills. The theory said that learning speaking by using role play technique takes relatively long time is contradicted with the finding from the questionnaire. Based on the questionnaires, it was found that 24,2% disagreed that it takes a long time in learning speaking skill. It was more than students who are agreed with 15,2% students that agreed. It could also be seen during learning process that most students had no trouble in preparing and performing the act.

Moreover, the theory said that it required students to have a high creativity in learning speaking skills, but the result from questionnaires said otherwise. Based on the questionnaire, 36,4% students disagree that it made them difficult to find creative ideas in learning speaking skills. It was more than students who are agreed with 24,2% students. It was also could be seen from they were acted while the researcher conducting an observation, despite the lack of preparation, they were still be able to improvised creatively with their own play because they worked as a team.

In addition, the theory that said not all subject matter could be presented by using role play technique in learning speaking skills. Based on questionnaire results, 45,5% students agreed that the material in learning speaking skills by using role play technique



is clearly and completely conveyed, more than students who are disagreed with 9,1% students.

And lastly, the theory that said if the implementation of role-playing fails, it could give a bad impression as well as learning objectives that have not been achieved, it was contradicted with the results from questionnaire. From the questionnaire, 2 students very disagreed and 13 students disagreed that learning by using role play technique gives a bad impression in learning speaking. It was more than students who agreed with only 2 students very agreed and 4 students agreed. And also, 5 students very disagreed and 12 students disagreed that learning speaking skills by using role play technique, did not give me any effect on my speaking skills at all. It was also more than students who are agreed with only 6 students.

As for the weaknesses, it was found the main problem faced by students was because of their lack of self-confidence. The researcher found that there were still a lot of students who are still shy in performing the role play during learning process. They were still struggling to speak English without having to memorized the text. It seems that all of the testimony given by the English teacher during the pre – interview was true, the teacher said that the reason of using role play technique in order to teach students speaking skills is because many students are still lack of self-confident in expressing their thought using English.

This was in line with the theory that said “*Most of students felt embarrassed to act out certain scenes*” from Djamarah & Zain (2006) and Sulastriningsih (2016) about the strengths and weaknesses of using role play technique in learning speaking skills and also the findings from questionnaires. It was found that 30,3% students agreed that this learning made me shy and afraid when playing roles. It was more than students disagreed with 24,2% students. It means that they still felt shy and afraid when using role play technique in learning speaking skills.

Conclusion

Based on the result in the previous chapter, students in Class 8 – D at SMP Negeri 1 Kelapa Dua had given a lot of positives perception toward the use of role play technique in learning their speaking skills. As for the positive perceptions, it was found that mostly students agreed that after learning by using role play technique, it helped them in knowing more about vocabulary in English, understand more about the correct and appropriate word order in English, understand more about what other people say in English, understand more about how to pronounce a word or sentence in English and also trained them to speak English fluently. Moreover, it gave them fun experience and helped them to cultivated their knowledge after learning speaking skills by using role play technique, made them interested and more enthusiastic after



learning speaking skills by using role play technique, made them more optimistic about their abilities, made them more motivated after learning speaking skills by using role play technique, taught them about teamwork, involved them directly and made them more active after learning speaking skills by using role play technique.

However, there was one negative perception given by students, which was learning speaking skills by using role play technique still made them shy and afraid when playing roles. It was found that the main problem that students faced was lack of self-confidence. The cause of them being not confidence is unknown. But, the researcher has a theory that their lack of interest on English subject, made them less confidence in the learning process with using role play technique. It could be seen on how they were testified that most of students who did not interested with English subject were the one who testified that they still felt very shy and hesitated to move forward and playing their role. It means that there is a correlation between their interest in English subject and their self-confidence.

As for strengths, it was indeed providing fun experiences and knowledge embedded in brain memory, very interesting for students and also create a dynamic and enthusiastic class, generate motivation and optimism, foster a sense of togetherness, directly involved them in acting out something that will be discussed in the

learning process and made them more active, did not takes a long time in learning speaking skills, did not required students to have a high creativity in learning speaking skills, all subject matter could be presented by using role play technique in learning speaking skills, and also did not gave a bad impression as well as learning objectives that have been achieved. As for the weaknesses, it was found that most of students felt embarrassed to act out certain scenes.

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