



ISSN 2830-3385 (Print)
ISSN 2830-3202 (Online)

BATARA DIDI: English Language Journal

Vol. 2 No. 2, 2023 (Page: 51-58)

DOI: <https://doi.org/10.56209/badi.v2i2.57>

An Analysis of Role Play Technique in Students' Interpersonal Skill at Universitas Muhammadiyah Makassar

Farisha Andi Baso¹ 

¹English Department, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar, Indonesia

Article History

Submitted: 28 January
2023, Revised: 4 March
2023, Accepted: 31 March
2023

Keywords

Role Play
Interpersonal
Speaking Skill

Abstract

This research is undertaken to increase students' interpersonal speaking skill at the third semester students in Universitas Muhammadiyah Makassar through role play technique. The researcher employed a Classroom Action Research (CAR) which is conducted to tackle the students' problem in English speaking. The Classroom Action Research (CAR) was done based on Kurt Lewin's concept. The researcher conducted two cycles in which each cycle consists of planning, acting, observing, and reflecting. The data were acquired by qualitative and quantitative data. The qualitative data were collected by examining the observation outcome. Then, quantifiable data were acquired from the students' speaking score pre-test and post-test. The finding of this study suggested that the deployment of role play approach was successful since the criteria of success were achieved. The first criterion was 75% of pupils could pass the target ≥ 65 based on the KKM. The finding showed that 83.33% of pupils had already obtained the goal score. Besides, the second criterion was the pupils who become more active involved in teaching learning process. The outcome of observation showed that by employing role play technique were engaged participating in the classroom.

Introduction

Speaking is the part of language skills that is the most representative of what we want to be able to do, such as expressing our ideas or thoughts in an unprompted manner for example. This indicates that students should strive to become proficient in speaking as it is the most important skill. In point of fact, free communication ought to be given the utmost importance when learning language at the speaking level. A role play is being supervised by the instructor, but the students oversee the majority of the activities in the classroom. The students will have

¹Corresponding Author: Farisha Andi Baso, Email: farisha@unismuh.ac.id, Address: Jl. Sultan Alauddin No.259, Gn. Sari, Kec. Rappocini, Kota Makassar, Sulawesi Selatan 90221

more opportunities to use the language if they participate in the activity in which they play the role (Pattiwael, 2019). Since the primary purpose of language is to serve as a means of communication, the most essential aspect of teaching students how to speak properly is figuring out how to make use of all of the linguistic tools that students already possess, such as their vocabulary, their grammar, and their pronunciation. This is because students already have these tools. This means that the end goal for students learning English speaking is for them to be able to use the language to communicate in a way that is both effective and appropriate for all aspects of life, including their academic and social responsibilities (Walter, 2004).

However, a common fear among language learners is the fear of making mistakes when speaking the target language. The majority of their explanations involve feelings of shyness or fear of making grammatical errors, and even they are unsure of what they should say. In point of fact, this may be the result of the monotonous method that the instructor employs in the process of teaching and learning. This may lead to feelings of boredom. Because of this, students receive less attention, and the worst possible result is that their skills do not improve.

Getting students ready to communicate effectively in the language they are learning is one of the fundamental challenges of teaching a foreign language (Gao & Zhang, 2020). Teaching is not an easy job, but it is a necessary one, and it can be very rewarding when we see the progress that our students have made and know that we have helped to make it happen. However, teaching is not an easy job. The lecturer should be imaginative and try some alternative methods, such as role play, which can give students plenty of opportunities to practice their speaking skills. Additionally, the lecturer should attempt to use English when teaching English conversations. According to Ur (1996), the definition of role play is "any variety of activities in which learners imagine themselves in a situation outside the classroom, sometimes playing the role of someone other than themselves and using language appropriate to this new context." Learners will therefore be placed in a variety of experiences in which they will play roles, either as themselves or as someone else, and they will be expected to use language that is appropriate to the situation and social context in which they are playing.

The researcher discovered that the students at the third semester of Universitas Muhammadiyah Makassar have a low level of English-speaking ability based on the observations at the class. When they converse in English, they spend an inordinate amount of time considering what it is that they are going to say; as a result, some of them remain silent. There are a lot of different things that could be contributing to the issue with the students' speaking skills, such as the students' interest, the material, the media, and the method that is used to teach English (Jalaluddin, 2016). The researcher and lecturer has the students act out that dialogue in front of the class without first asking them to come up with a more communicative dialogue of their own using their own approach (Songbatumis, 2017). Because of this, they are only able to memorize the dialogue, and the vast majority of students do not understand how to apply many of the expressions that are taught to them by their teacher in actual conversations. The students will not be able to improve their use of language as a means of communication with the help of this strategy.

The researcher consider that it is necessary to discover as alternative way to create suitable and interesting techniques to students' conditions. This is because the researcher believes that it is necessary. They are in need of any practices that can help them develop their ability to communicate orally. There is a wide variety of strategies that can be utilized to pique the interest of students in studying and performing. The lecturer should motivate and encourage students with engaging activities. For instance, teachers can improve students' speaking skill in speaking by using role play as a transactional and interpersonal activity (Suban, 2021). This

is beneficial for students because they can learn and try to speak as if they were in the real situation. It is expected of the students that they will have a strong command of the English language when it comes to speaking, both in the transactional and interpersonal functions. They require it in order to monitor the progress of the world on a globally. The research problem in this study: Is the use of Role Play technique effective to Improve Students' Interpersonal Speaking Skill at the third students of Universitas Muhammadiyah Makassar?

Methods

The Classroom Action Research procedure used in this research was Kurt Lewin's design. It consists of two cycles in which each cycle contains four phases: planning, acting, observing, and reflecting. During this stage of the process, the researcher creates a lesson plan based on the syllabus, which is then discussed with the English teacher and lecturer. The researcher also develops topics that are pertinent to the subject matter and prepares materials that will be utilized during the cycle. The researcher also created the evaluation form in order to learn about the accomplishments of students at the conclusion of this cycle.

During this stage of the process, the researcher or the observer work to carry out the action that was planned. The researcher provided an explanation of how a role plays, as well as an example of how it does so. The researcher also provided the students with some relevant vocabulary items that were required for the role play activity that they participated in (Pyle & Danniels, 2017). After that, the researcher gave each student a role card that describes who he is, some aspect of his background, what his thoughts are on the topic at hand, and possibly suggests a course of action that the student should try and carry out. The researcher then asked the students to practice either in pairs or in groups.

During this stage, the observer, who is actually the real lecturer at Universitas Muhammadiyah Makassar, takes note of the responses, participations, and accomplishments of the students, which are discovered during the process of teaching and learning. When conducting an activity that involves teaching and learning through role play, the observer will frequently ask some of the students for their perspectives on the process (Hämäläinen & Cattaneo, 2015). The observer also makes notes of their observations so that they can write about the actual circumstances that exist when the action is taking place. During this stage, the researcher as the observer determines which issues have been uncovered as a consequence of seeing the results of the observation and which of those issues need to be resolved. After that, those are utilized to make plans for subsequent cycles and to address any weaknesses they may have.

Results and Discussion

Observation Result

Before beginning work on the Classroom Action Research project, this observation was carried out so that we could gain a direct understanding of the teaching and learning process (CAR). According to the observation notes, it was known that the lecturer at Universitas Muhammadiyah Makassar during the 2021/2022 academic year teaches the student in a monotonous technique when it comes to teaching speaking to the students in the third semester. The observation notes were taken. The lecturer has the students act out that dialogue in front of the class without asking them to come up with a more communicative dialogue of their own using their own approach (Trivedi, 2017). Because of this, they are only able to memorize the dialogue, and the vast majority of students do not understand how to apply many of the

expressions that are taught to them by their teacher in actual conversations. In addition, there were students whose vocabularies were restricted, making it difficult for them to communicate in any way (Bai, 2018). Silence and a lack of speaking ability toward the student are the direct results of this, with the primary deficit being an inability to use expression appropriately in real communication (Koyanagi, 2018).

The Pre-test Result

The students' ability to communicate verbally did not appear to be very strong in the pre-test. In the test of speaking evaluation, it was visible from the table (for more information, see the appendices).

The researcher highlighted the students who had received a score of 65 or higher on the KKM test based on the data that was provided, and in order to obtain the results of the pre-test, the researcher began by calculating the mean score by making use of the formula that had been described in a previous section.

$$X = \frac{\sum x}{N}$$

$$\bar{X} = \frac{1704}{36}$$

$$\bar{X} = 47.34$$

The following formula was utilized by the author in order to determine the percentage of students in the class who achieved the goal score for the minimal mastery level criterion (KKM):

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{8}{36} \times 100\%$$

$$P = 22.23\%$$

The data indicated that the mean score for the pre-test, which was based on the result of the pre-test, was 47.34. There were only eight students, which is equivalent to 22.23% of the student, who got the score high enough to pass the minimal mastery level criterion (KKM).

After conducting an analysis of the results of the pre-test, it became clear that the vast majority of students enrolled in the third semester students in Universitas Muhammadiyah Makassar struggled with their ability to communicate verbally. Therefore, it is necessary for it to discover the solution in order to get past this obstacle. To solve the issue at hand and to improve the students' ability to communicate orally, the author of this piece implemented the Role Play Technique into each cycle of Classroom Action Research.

Cycle 1 & 2 Result

Cycle 1

During this stage of the process, the researcher and the lecturer collaborated to organize the lesson plan, which included the criteria for the competition, and select the appropriate material. There are two lesson plans in cycle one, and the topics are "Greetings" and "Expressing Admiration." The lesson plan focused on giving transactional and interpersonal response, and there are two lesson plans in cycle one. These topics discuss how to properly say greetings and responses, as well as how to appropriately ask for and give admiration. In addition, the researcher got ready with her camera, laptop, and field notes.

The acting phase is the implementation of the planning phase, which was planned by the researcher as well as the instructor. In this scenario, the researcher took on the role of the educator who carried out the activity, demonstrating to the third semester students of Universitas Muhammadiyah Makassar about how to participate in a role play. The researcher divided this technique into three phases when instructing the class. This method consists of three distinct phases, which are referred to as the pre teaching activity, the while teaching activity, and the post teaching activity, respectively. The researcher of this play made an effort to get the students involved in the classroom activities through their participation.

During the phase of observing, the researcher as an observer observed the students' responses, participation, achievements, and everything else that was discovered during the process of teaching and learning. She also observed the activity of the lecturer. In order to bring this phase into the realm of the real and concrete, the researcher also takes observation notes in order to determine the extent to which the technique influences the speaking ability, transactional skills, and interpersonal skills of the students in the classroom. According to the note that was taken during the observation, some of the students did not pay attention to the instructor's directions, and the students appeared confused while they were participating in a role play activity. The conditions in the classroom were not yet under control, and there were still some disruptive students who distracted the other pupils while the teaching and learning process was taking place. The researcher then suggested to the lecturer that she clarify the instruction, give more explanation, and provide an example while participating in the role play activity. If the lecturer was still unable to maintain control over the students, the researcher suggested that she give them punishment.

Based on the findings of the first post-test, it was discovered that only sixteen students, or 44.4% of the total, had achieved the minimal mastery level criterion's target score (KKM). Since the target of action success was for 75% of students to pass the minimal mastery level criterion, the researcher needed at least fourteen students (35.11%) who could pass the KKM (KKM). Because the observation and the result of the test both indicated that the action in the first cycle did not yet achieve the action success, the researcher were required to move on to the next cycle in the process.

Cycle 2

The cycle 2 was carried out to solve the problems that had been discovered in the cycle 1, which were that students still had a low level of speaking ability, particularly in their ability to speak spontaneously. During this stage, the researcher and the lecturer collaborated to create a revised lesson plan that incorporated the criteria for the competition and select the appropriate material. The new lesson plan did not significantly deviate from the one that had been used before. The topic was still connected to providing responses in interpersonal settings.

The activity was carried out in accordance with the lesson plan. During the second cycle, the researcher would continue to use the same method with the class. In this section, the researcher expressed a desire to see greater growth in students' speaking scores than in the section before it.

In general, the acting phase underwent significant development during the second cycle. According to the observation note that was taken by the observer, the researcher performance in teaching English has improved since the first cycle of instruction. For example, she did not speak too quickly while explaining the material, and she managed the class and the time appropriately.

According to the information gathered from the observations and the outcome of the post-test for cycle 2. Because the implementation of role play technique in teaching English, particularly teaching speaking, showed amount changes greater than cycle 1, both the researcher and the lecturer reported feeling satisfied with the outcome of the action research. The findings of post-test 2 revealed that thirty students, or 83.33% of the total, achieved the minimum required score to pass the minimal mastery level criterion (KKM). Therefore, it accomplished the goal of the action success requirement, which was for 75% of the students to pass the minimal mastery level criterion (KKM) students with a score of 65.

As a result of the calculation, the researcher discovered that the average score on the students' second post-test was 68.22, and it also revealed that thirty students (or 83.33% of the total) met the minimal criteria for mastery of the subject matter (KKM). In addition, the overall students' mean score improvement from the first pre-test to the second post-test would be 44.11%. Therefore, this indicates that the action has reached the level of success required for the action, which was for 75% of students to pass the Minimum Mastery Criterion (KKM) with a score of 65. In this particular instance, those scores demonstrated that the classroom action research that was conducted with regard to the third students in Universitas Muhammadiyah Makassar was successful.

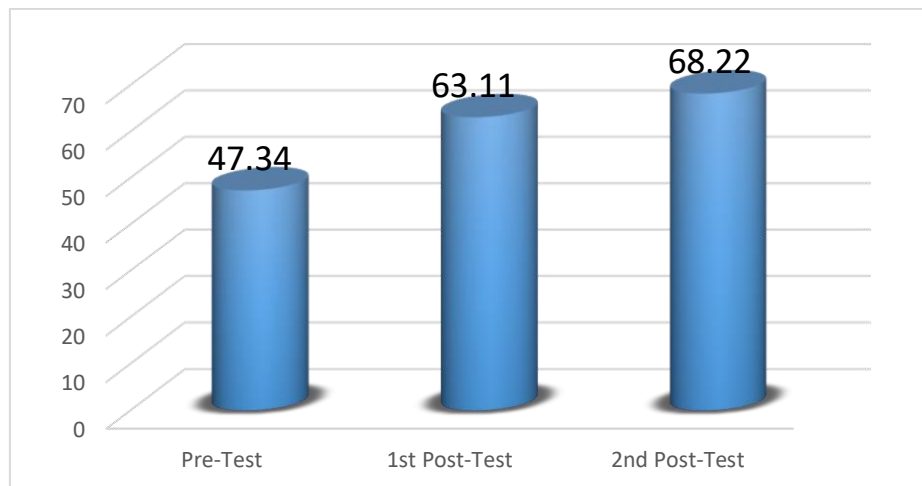


Figure 1. Students' Score mean Improvement

Figure 1 illustrates the mean improvement in students' scores across three different stages: It consists of three parameters namely the pre-test, 1st post-test and the 2nd post-test. First, on the aspect of the pre-test results, the mean scores obtained by subjects were 47. Slightly lower level of the students' speaking skills before the intervention is represented by the figure 34. Subsequently in the 1st post-test the scores were comparatively higher as observed from a mean of 63 following the use of the role play technique. 11. This huge rise can be attributed to the fact that the students started reaping the benefits of the role play technique. In the second post-test the mean score increased slightly to 68 marks. 22p the cognitive dynamics during and after the intervention delivered through role play maintained the positive trajectory to the end point. The change in scores to the 47. 34 to 68. 22 proves that the usage of the role play technique in developing students' speaking skills is effective throughout the process of studying.

Figure 2 presents the percentage of students who passed the KKM (Minimum Mastery Criterion) across the same three stages. This upward trend maintained itself in the 2nd post-test in which 83 percent of the participants gave the correct response. From the following table

it can be observed that 33% of the students have passed the KKM. 23 If to 100 the stock for each animal has increased steadily the rising in absolute numbers has been from 22. 23% to 83. 33% and it shows that not only their mean scores were enhanced but also the proportion of students who have a mastery score to the items as deemed expected is also greater than 33%, thus proving that the role play technique is effective for the intervention.

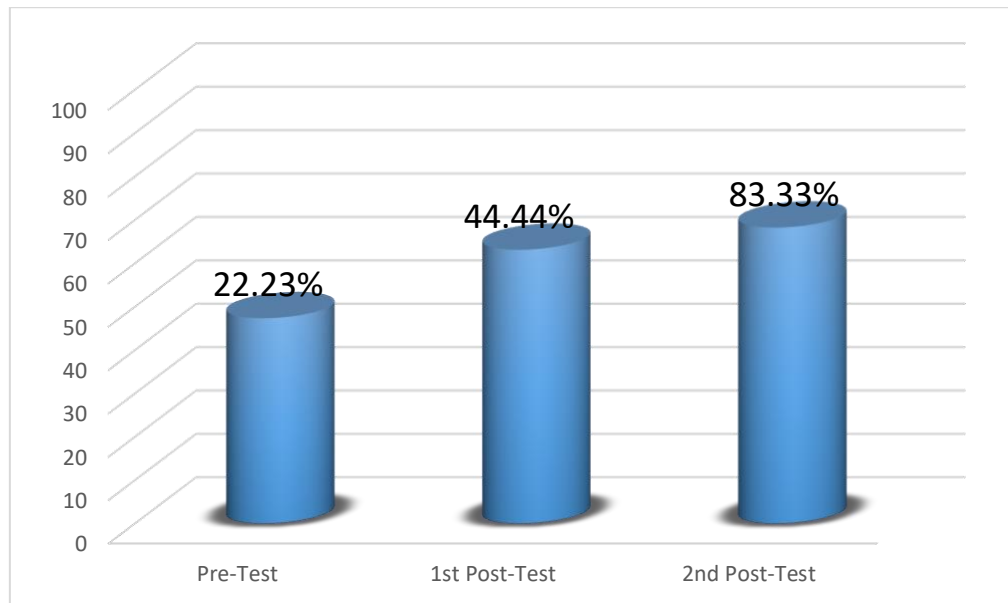


Figure 2. Students' Score class percentage who passed KKM

The data were obtained by the researcher from the outcome of a pre-test that was taken before the implementation of the role play technique in developing students' speaking ability. The class as a whole had a mean score of 47.34 on the pre-test, which was taken prior to the action being taken. In addition, the researcher determined the percentage of students who passed the KKM exam by computing the students' speaking scores and determining which students had the highest percentage. During the preliminary examination, it was possible to ascertain that approximately 22.23 percent of candidates had successfully completed the KKM. It indicates that there are eight students who received a score of 65 or higher on the KKM, while there are twenty-eight students who received a score that was lower than the KKM.

Conclusion

The researcher drew the following conclusion from the findings of an analysis of the data: teaching English through the use of role play has the potential to improve both the transactional and interpersonal speaking skills of students. It is possible to demonstrate this through a variety of data, such as a pre-test and a post-test. It was shown that there was a significant improvement in teaching speaking by utilizing the role play technique. The result of the pre-test shows that the students' mean score is only 47.34, while in the post-test 1 the students' mean score is 63.11, and in the post-test 2 the students' mean score is 68.22 with 83.33%, students who passed the KKM. In addition, by using role play in the classroom to teach speaking, students are given the opportunity to participate actively and cooperatively in the speaking activity. Furthermore, role play has a variety of activities that can be effective when used to teach students in large groups, which is supported by observations.

ORCID

Farisha Andi Baso <https://orcid.org/0000-0003-2114-9771>

References

- Bai, Z. (2018). An analysis of English vocabulary learning strategies. *Journal of language Teaching and Research*, 9(4), 849-855. <http://dx.doi.org/10.17507/jltr.0904.24>
- Gao, L. X., & Zhang, L. J. (2020). Teacher learning in difficult times: Examining foreign language teachers' cognitions about online teaching to tide over COVID-19. *Frontiers in psychology*, 2396. <https://doi.org/10.3389/fpsyg.2020.549653>
- Hämäläinen, R., & Cattaneo, A. (2015). New TEL environments for vocational education–teacher's instructional perspective. *Vocations and learning*, 8(2), 135-157. <https://doi.org/10.1007/s12186-015-9128-1>
- Jalaluddin, M. (2016). Using YouTube to enhance speaking skills in ESL classroom. *English for Specific Purposes World*, 17(50), 1-4.
- Koyanagi, S. (2018). Impact of intercultural communication during short-term study-abroad of Japanese students: Analysis from a perspective of cognitive modification. *Journal of Intercultural Communication Research*, 47(2), 105-120. <https://doi.org/10.1080/17475759.2018.1435423>
- Pang, M. A. Y. (2016). Pedagogical reasoning in EFL/ESL teaching: Revisiting the importance of teaching lesson planning in second language teacher education. *Tesol Quarterly*, 50(1), 246-263. <https://www.jstor.org/stable/43893814>
- Pattiwael, A. S. (2019, January). Literature for Developing Student's Humanity Awareness. In *Journal International Seminar on Languages, Literature, Arts, and Education (ISLLAE)* (Vol. 1, No. 1, pp. 79-88).
- Pyle, A., & Danniels, E. (2017). A continuum of play-based learning: The role of the teacher in play-based pedagogy and the fear of hijacking play. *Early education and development*, 28(3), 274-289. <https://doi.org/10.1080/10409289.2016.1220771>
- Songbatumis, A. M. (2017). Challenges in teaching English faced by English teachers at MTsN Taliwang, Indonesia. *Journal of foreign language teaching and learning*, 2(2), 54-67. <https://doi.org/10.18196/ftl.2223>
- Suban, T. S. (2021). Teaching speaking: activities to promote speaking skills in EFL classrooms. *Lectio: Journal of Language and Language Teaching*, 1(1), 41-50.
- Trivedi, C. (2017). Efficacy of Role Play in Developing Communication Skills of English Language Learners. *The Criterion: An International Journal in English*, 8(1), 1177-1183.
- Ur, P. (1996). *A course in Language Teaching*. Cambridge University Press. Cambridge.
- Walter, (T). (2004). *Teaching English Language Learners*. Pearson Education. New York