

Teacher responses of inserting role-playing strategy in EFL classroom

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Abstract: The aim of this research was to find out whether the teachers responded in inserting role play when they taught speaking. This research used a qualitative design and descriptive approach. The respondent of this research was 22 Senior High School and Junior High School teachers. In collecting the data, the researcher used a questionnaire and SPSS to analyze the data. The results show that the role-playing strategy consisted of four indicators: promote exhilaration, build self-confidence, encourage communication, and language acquisition improvement. Based on the research from the questionnaire, it can be concluded that all of the teachers have used the role-playing strategy in teaching speaking.

Keywords: Responses, role-playing strategy, EFL classroom, teaching speaking skill

Tanggapan guru tentang memasukkan strategi bermain peran di kelas EFL

Abstrak: Tujuan dari penelitian ini adalah untuk mengetahui apakah respon guru tentang memasukkan strategi bermain peran ketika mereka mengajar berbicara. Penelitian ini menggunakan desain kualitatif dan pendekatan deskriptif. Responden penelitian ini adalah 22 orang guru SMA dan SMP. Untuk mengumpulkan data, peneliti menggunakan kuesioner dan SPSS untuk menganalisis data. Hasil penelitian menunjukkan bahwa strategi bermain peran terdiri dari empat indikator: meningkatkan kegembiraan, membangun kepercayaan diri, mendorong komunikasi dan peningkatan penguasaan bahasa. Berdasarkan penelitian dari kuesioner, dapat disimpulkan bahwa semua guru telah menggunakan strategi bermain peran dalam mengajar berbicara.

Kata Kunci: Respon, strategi bermain peran, kelas EFL, mengajar keterampilan berbicara

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INTRODUCTION

There is no doubt, in learning English; the students are required to proficient in four skills and several competences. However, speaking skill is one of the hardest skill should be mastered by the students, because it requires control of the students language acquisition skill, emotion, and ability to communicate. These skills are one package that should be had by the students so that they will have good performance in speaking. The researchers raise this title because the researchers see that there are lots of problems faced by the students in learning speaking, such as lack of confidence, limited time in learning because the students are busy with other things, it was difficult to memorize vocabulary, and not have friends to practice English speaking, so those made it difficult for students to speak. Besides, the major problem is the majority of the English teachers use monotonous ways to teach English speaking. However, those cases are needed extra attention and the solution should be found out as soon as possible. Based on those reasons, the researcher is very curious to apply role-playing strategy in teaching English speaking.

Role-playing is a way of mastering learning materials through the development of imagination and appreciation. Development of imagination and appreciation is carried out by acting as a living or inanimate object because playing a role requires more than one person, and it depends on what is played. Besides, the benefits of using role-playing are very helpful for students to develop ways of thinking in making decisions and can lead to independent thinking.

Krebt (2017) assessed the influence of role-playing as a teaching strategy on the speaking abilities of Iraqi EFL students. A total of 40 students in the English class were chosen randomly. The sample was then separated into two groups: experimental (using role play) and control (non-role-playing). Thirty questions were given to both groups in the form of an oral communication pre-test, and students were instructed to respond orally. The experimental group received role-playing instruction, while the control group received instruction with traditional learning. After twenty sessions of instruction, a post-test of speaking was administered, with students in both groups being asked to respond. The findings indicated that the experimental group's speaking ability improved significantly. Due to the role-playing approach being used, the two groups were drastically different.

Rojas and Villafuerte (2018) examined the use of role-playing in EFL classrooms for Ecuadorian students. They found that students who were set in native conditions allowed them to role-play and communicate well and meaningfully. Role-playing is a teaching method based on pedagogical psychodrama that requires students' interest to complete each stage (Miranda & Río, 2016) and enhances students' thinking skills (Aini & Nurdyansyah, 2021). Role-playing is challenging, fun, and motivating (Aliakbari & Jamalvandi, 2010). Role-playing encourages the improvement of students' speaking skills in EFL classes (Rahimy & Safarpour, 2012). Role-playing allows students in situations to play a role and improvise and requires optimal readiness from teachers and students (Suryani, 2015).

The method's strengths include the fact that all students participate, allowing them to improve their capacity to collaborate. Additionally, students may learn how to utilize language effectively and accurately. Other advantages of role-playing are the students feel free to make decisions and expressions in their entirety, games are easy inventions and can be used in different situations and times, can be memorable with a strong and long-lasting

memorizing students, and very attractive to students, allowing the class to be dynamic and enthusiastic. Because when role-playing is held in class, it is very helpful for students to be more creative and be able to participate in conducting learning activities that are not real to something that seems to be real, for example, being sand employee or director in a company so that it can help that learning process that is quickly captured or remembered by students and can provide a sense of pleasure to students because role-playing is basically a game.

Role-playing provides many opportunities for students to practice spoken English effectively, confidently, speak like native speakers and increase interaction between students (Duong, 2014). Role-playing also encourages students' ability to master English idioms (Moslehi & Rahimi, 2018). These researchers revealed that role-playing activities provide context and opportunities for learners to learn idioms more effectively. The real context in learning is important so that students understand and understand what the teacher is teaching (Bhure et al., 2021; Ruto et al., 2021).

Role-playing enhances student performance (Kristin, 2018). In the context of the role-playing method, teachers are required to act as teachers or educators and as facilitators and motivators for students (Yanto, 2015). The existence of motivation from the teacher makes students excited (Raiman et al., 2021). Students' interest and motivation are encouraged when the teacher uses role-playing (Latiff et al., 2018), as well as student participation in learning in the EFL class (Khafidin, 2013). Role-playing provides opportunities for students to participate actively in playing one's role in a meaningful way (Latiff et al., 2018). EFL classes that are set using role-playing encourage students' interest and achievement in learning (Obijiofor et al., 2020).

Based on several studies, it is proven that role-playing plays an important role in students' performance in EFL classes. However, it has not revealed much about the teacher's response to its implementation in the EFL class. The teacher gives special instructions to students who will role-play after giving a preliminary explanation to the whole class. The explanation includes the background and basic characters through written or oral explanation (Hastati, 2019). Role-playing provides opportunities for students to learn social skills such as collaboration, friendship, communication, while the implication for teachers is that teachers get more pictures and ideas about how to carry out role-playing activities in addition to being able to learn new and memorable learning strategies (Hasan & Zaini, 2021). The aim of this research was to find out whether the teachers responded in inserting role-playing when they taught speaking.

METHOD

The design of this research is qualitative research. The researchers used descriptive qualitative as a research method. It is qualitative because it deals with natural phenomena. The researchers used a descriptive design in this research because this research focused on certain phenomena in the school environment. If that is the case, it was a fact of English language teaching and learning. This research also did not provide action on the object of research. Then the researchers observed and described the phenomenon as clearly as possible without manipulation. In this research, the researchers used a questionnaire.

The population of this research was the teachers of Junior High School and Senior High School at Morotai Timur Utara and Morotai Selatan Barat. The sample was 22 EFL Teachers consisting of 20 males and 12 females. In this research, the researchers used a

questionnaire to collect data. The researchers provided some tests to the teachers who formed questionnaire tests. The questionnaire consists of 15 questions, which the teachers have to choose one of the possible choices given in the questionnaire. The benefit of this test was to know which one the dominant strategy that used by the English teachers in the role-playing strategy. Questionnaire was an instrument in which respondents provided written responses. In this study, the questionnaires were distributed in order to obtain information from the students about their perfection after experiencing the role play. Answer criteria that were shared with respondents using a questionnaire in the form of a Likert scale. There are five choices of answers ranging from strongly agree to strongly disagree.

In this procedure of data collection, the researchers provided several questions, all of the questions were inserted in the google-form, and then the researchers shared the link of a questionnaire for all EFL teachers of Junior High School and Senior High School at Morotai Timur and Morotai Selatan. The link was shared through social media such as the Whatsapp platform, and respondent answers were calculated by SPSS 23 for windows. The researchers found that there were only 49 respondents filling out this questionnaire form voluntarily.

This data were analyzed by using SPSS 23 for Windows. Then the researchers tried to utilize descriptive statistics to know the distribution of the respondent's answers.

RESULTS

This research presents the description of teachers in teaching speaking in inserting role-playing strategy, and the result of hypothesis testing analysis, and validity and reliability test of each variable.

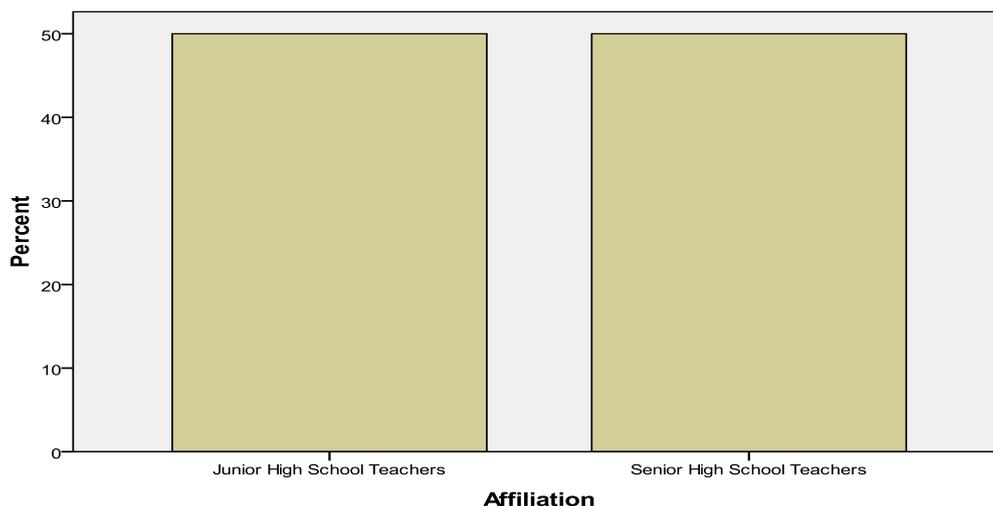


Fig. 1. Categorization of respondent's affiliation

The chart above shows that the percentage of Junior High School teachers who gave an answer to the questionnaire was 50%, while the Senior High School teachers got the same percentage value as Junior High School teachers.

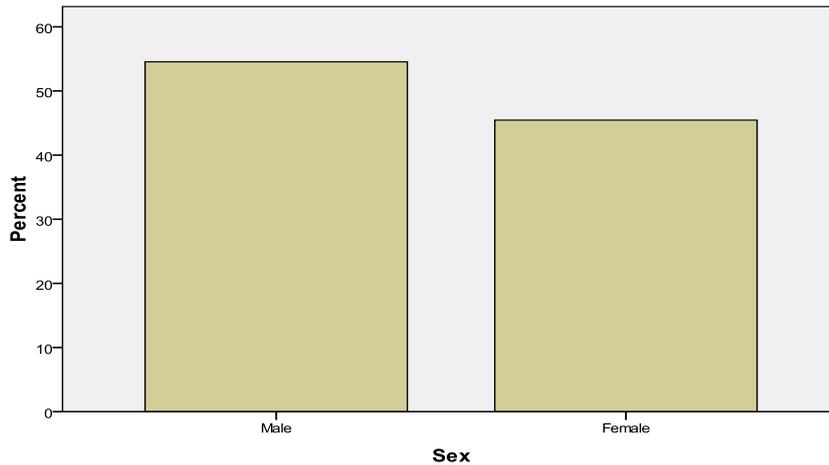


Fig. 2. Categorization of respondent's gender

The results of the SPSS analysis showed that the percentage of male teachers was more than 50%, while for female teachers, the percentage value was less than 50%. This means that male teacher respondents were higher than female teachers in filling out the questionnaire.

Table 1. Validity test of promote exhilaration indicator

No of items	Corrected Item Total Correlation	r table (5%)	Sig	Criteria
1	0.673**	0.432	0.001	Valid
2	0.737**	0.432	0.000	Valid
3	0.643**	0.432	0.001	Valid
4	0.686**	0.432	0.000	Valid

The data indicate that the four items that were tested by utilizing SPSS display and it showed that all items were valid.

Table 2. Validity Test of Build Self Confidence Indicator

No of items	Corrected Item Total Correlation	r table (5%)	Sig	Criteria
1	0.652**	0.432	0.001	Valid
2	0.551**	0.432	0.008	Valid
3	0.691**	0.432	0.000	Valid
4	0.547**	0.432	0.008	Valid

The table of build self confidence Indicators reveals those all item numbers were valid.

Table 3. Validity test of encourage communication indicator

No of items	Corrected Item Total Correlation	r table (5%)	Sig	Criteria
1	0.769**	0.432	0.000	Valid
2	0.427*	0.432	0.047	Valid
3	0.593**	0.432	0.004	Valid
4	0.491*	0.432	0.020	Valid
5	0.643**	0.432	0.001	Valid

The data on encourage communication indicator table shows all of the items were valid. It means all items here are used as a questionnaire.

Table 4. Validity test of language acquisition improvement indicator

No of items	Corrected Item Total Correlation	r table (5%)	Sig	Criteria
1	0.570**	0.432	0.006	Valid
2	0.797**	0.432	0.000	Valid
3	0.742**	0.432	0.000	Valid
4	0.491*	0.432	0.020	Valid
5	0.643**	0.432	0.001	Valid

The language acquisition table above showed that the total number of valid items was 5. All of the items can be utilized to measure teachers' role-playing in teaching speaking.

Table 5. Reliability test

Cronbach's Alpha	N of Items
0.748	16

Based on the table above, it can be seen that Cronbach's Alpha value was higher than the r-table. The strong internal consistency of Cronbach's Alpha was 0.748 for all items.

Table 6. Description of promote exhilaration items

	Minimum	Maximum	Mean	Std. Deviation
Question 1	3	5	4.09	0.610
Question 12	2	5	3.91	0.610
Question 11	2	5	4.09	0.750
Question 7	2	5	3.32	0.945
Total	9	20	14.41	2.915

The data shows that the mean of the questions number 1 and 11 dominated the others, and then it was followed by question number 12, and last was the number 7.

Table 7. Description of build self confidence items

	Minimum	Maximum	Mean	Std. deviation
Question 15	2	4	3.36	0.790
Question 6	1	5	3.86	0.774
Question 10	4	5	4.23	0.429
Question 2	2	4	3.73	0.703
Total	9	18	15.2	2.698

This table appoints that the mean of question number 15 was low than the other, and question number 10 was higher than others.

Table 8. Description of encourage communication items

	Minimum	Maximum	Mean	Std. Deviation
Question 3	3	5	4.05	0.486
Question 9	4	5	4.14	0.351
Question 16	3	5	4.18	0.501
Question 8	1	5	4.14	0.834
Question 4	3	5	3.95	0.375
Total	14	25	20.46	2.547

The data on encourage communication table shows that items number 16 dominated that numbered item of 9, 8, 3, and last was 4. It can be concluded that item number 16 was the highest factor that can be effective in the teachers' strategies while inserting role-playing in teaching speaking.

Table 9. Description of language acquisition improvement items

	Minimum	Maximum	Mean	Std. Deviation
Question 5	4	5	4.09	0.294
Question 13	3	5	4.00	0.309
Question 14	3	5	4.05	0.486
Total	10	15	12.14	1.089

The table of language acquisition improvement reveals that, the highest mean was item number 5 and the lowest was item number 13.

Table 10. Description of all indicators

	Minimum	Maximum	Mean	Std. Deviation
Promote exhilaration	10	19	15.41	1.992
Build self confidence	12	18	15.18	1.622
Encourage communication	18	25	20.45	1.471
Language acquisition improvement	10	14	12.14	0.774
Total	50	76	63.18	5.859

This table displays that the questionnaire of the role-playing strategy was used on this test in order to know the teachers' role-playing strategy in teaching speaking. This test consisted of 4 indicators, namely, promote exhilaration, build self-confidence, encourage communication, and language acquisition improvement. Among these indicators, the highest mean score was in Encourage Communication Indicator, and the lowest was the indicator of Language Acquisition Improvement. It means indicator number 3 is the most commonly experienced by students when the teachers teach speaking with role-playing strategy.

DISCUSSION

The findings of this research reveal that the English teachers at Junior High School and Senior High School are using role-playing in teaching speaking classes. The respondents of this research also used four indicators, namely: Promote Exhilaration, Build Self Confidence, Encourage Communication, and Language Acquisition Improvement when they taught speaking in the classroom. Among these indicators, the most frequently used is Encourage Communication indicator; it is proved by the mean score of this indicator was 20.45, while the first indicator; Promote exhilaration was 15.41 mean score and the second indicator was 15.18 and the lowest indicator was the fourth indicator; language acquisition improvement (12.14) mean score. It means that this indicator (encourage communication) is very influential and effective for students when the teacher applies this role play. This result is consistent with Rojas and Villafuerte (2018) finding that role-playing involves a diversity of options due to the fact that students must enter a number of different scenarios. Additionally, it may aid in maximizing communication. Through conversational exercises, students are encouraged to learn communication skills through the use of role-playing games (Duong, 2014).

Furthermore, Islam and Islam (2013) conducted prior research in Bangladesh; the medium of communication in the classroom is English. However, in Bangladesh, the majority of learners study in the Bengali medium. As a consequence, when students are assigned a task in class, they often struggle to convey their emotions in the target language due to the barrier posed by their mother language. Students are often not exposed to the appropriate atmosphere for practicing English speaking since it is not widely practiced. As a consequence, when they are requested to deliver a speech in class, they feel uneasy. Addressing this issue, role-playing may be a helpful way for kids to rebuild their confidence. Role-playing has an impact in increasing students' confidence to communicate in learning (Dohaney et al., 2017).

In an English speaking skill class, it is critical for students to grasp the issue in order to communicate successfully outside of the classroom. However, role-playing may help students enhance their fluency in the target language, boost motivation, improve them to talk or engage with other students in learning, and enhance the excitement and enjoyment of the teaching and learning processes (Latiff et al., 2018; Lutfi et al., 2018). The teacher's opinion of the role-playing approach is that it may aid in the growth of all parts of a child's development, including language development, specifically in boosting a child's vocabulary (Alabsi, 2016; Putri & Muryanti, 2021).

CONCLUSION

Based on the research from the questionnaire, it can be concluded that all of the teachers have used the role-playing strategy in teaching speaking. This strategy consisted of four indicators: Promote exhilaration, build self-confidence, encourage communication, and language acquisition improvement. The third indicator (encourage communication) was higher than the others. It means that this indicator is very important and successful for students when the instructor applies for the position. The second position is language acquisition indicator, then promotes exhilaration, and the lowest is build conference. To sum up, role-playing enhances the enjoyment and interest of speaking and learning activities. This is because role-playing promotes shy students by giving a disguise that motivates them to learn.

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