Revitalizing Speaking Skills: Role-Play Techniques Engage and Inspire

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Abstract. This study investigates the efficacy of role-play techniques in enhancing students' speaking skills, focusing on their perceptions and interest. A sample of 50 eighth-grade students participated in the research conducted through a questionnaire. The findings reveal a positive perception among students regarding the use of role-play techniques, with 98.78% expressing interest in utilizing them for improving their speaking abilities. These results highlight the potential of role-play techniques as an engaging and effective method for enhancing speaking skills among students.

Keywords: students perception, roleplay technique, speaking skill

1   Introduction

English is a global language used for communication between countries around the world. As an international language, English is used as a medium of interaction and communication among people from different parts of the world [1]. It is a foreign language and a compulsory subject at all educational levels in Indonesia, from primary school to university. Language is a means of communication that influences students to achieve their language-learning goals [2]. The student should be able to communicate in English as a foreign language using her four skills: speaking, listening, reading, and writing [3]. One of the most important skills in learning a language is the ability to speak. Speaking can be done everywhere, and it becomes an important part of our daily activities. Among other English skills, speaking skill is the most difficult, and it is difficult to be mastered by the learners [4]. Speaking is a method of verbal communication to express feelings, thoughts, and ideas, and convey information to others. Speaking is important that must be mastered by students.

In the era of globalization, speaking seems to be the most important skill that students need to master if they want to communicate with many people. Speaking skill is needed not only in our daily language but also we need it to use it in the international language [5]. Recently, good speaking is needed to get a job. Furthermore, according to Brown (2007), cited in Derakhshan, Khalili & Baheshti, "Speaking focuses not only on vocabulary but also on fluency, accuracy and pronunciation" [6]. Therefore, speaking is seen as a complex process that requires a lot of practice and exposure.

Speaking is a communication skill in which the speaker shares information while also receiving information from the listener. For most people, the ability to speak a language has been considered the most difficult of his other three skills. Speaking is known as an active

productive skill because students are required to produce a lot of oral texts in the learning and communication process [3]. His Chaney quoted by Rahimy and Safarpour states: Speaking is the process of constructing and sharing meaning using verbal and non-verbal symbols in a variety of contexts [7]. And according to Kranchs and Bailey in the excerpt of the article, Taufiq and Santoso [8] explained that speaking means negotiating the intended meaning and adjusting one's language or speech to produce the desired effect on the listener.

According to Sanjaya [9], the role playing technique is a learning model that aims to help students find meaning in the social world and solve dilemmas by forming groups. That is, through role playing students learn to use the concept of roles, realize that there are different roles and think about the behavior of themselves and others.

A role-play simulates the actions of a person being acted out, and the role is given to the student. The aim is to train students to deal with real-life situations. Cited by Choiril [10] Role-playing can stimulate real and practical life settings. For example, if a student acts as a presenter, bring a script to be read as a presenter. They are taught a character's identity so they can take on roles that match their characteristics. Spoken language exercises provide the student with an opportunity to develop her communication skills. In role-play, students learn the language and try to behave as if they are in real work [11]. There are some role-play delay experts. According to Golebiowska as quoted in Adnan said Role-play is a task that students do as a communication activity [12]. To make the role-play come alive, the identity of the character is clearly stated.

Role-playing can give students the opportunity to practice speaking in different social roles. Role playing are also a good way to practice speaking English because they are more fun for students. Role play is also a technique requiring students' interactions as role players and having discussions with members in role-playing [13]. According to Korenman, students act and speak language to understand their roles in the future[14]. From the excerpt from the article by Yusof et al. In the context of education, role-playing is considered a commonly used technique for teaching a second or foreign language [15]. In this, experts say that role-play can be used in teaching and learning speaking. Role-play is a great technique for teaching speaking because it allows students to practice in different social contexts and social roles. Another benefit of role play is that it can build good interactions between students during the teaching and learning process [16]. Therefore, role playing seems to be an important technique in speaking skills because it provides productive opportunities for students to practice communicatively varied speech acts in different occasions and situations by asking students to use simplified imagination as a kind of game, placing themselves in others [17].

Many studies investigated the role play in language learning English. For example, this research conducted by Bharathy [18] discusses the importance of speaking skills for engineering students that generate analytical perceptions of how role-playing emerged as a successful and highly effective learning-based task to become speaking skills in learning English. Krebt's [19] study found that the test group's speaking skills improved significantly. The two groups differed significantly in their use of role-playing techniques. Meanwhile, Neupane's study showed that the test group's speaking skills improved significantly[20]. Keywords in role-playing have a great impact on students' speaking skills and role-playing techniques are used to help students overcome speaking difficulties [21]. Why do researchers need to analyze roleplay techniques? because role playing techniques can make students more interested and involved not only in learning a concept but also integrating knowledge into behavior through classifying problems, exploring alternatives and finding creative solutions [22].

Based on research conducted by Madarina in the article "Student Perceptions of the Use of Role-Play Techniques in Learning Speaking" [23], it was found that student perceptions of using role-play techniques can be categorized as positive techniques or suitable role-play. to develop

students' speaking skills. Madarina's research used questionnaires, interviews, and performance on speaking tests to collect data. This research is what distinguishes this research from previous studies. This study used a questionnaire survey method to assess students' perceptions of understanding the use of role-playing techniques in speaking skills.

According to Walgito, perception is the process of organizing, interpreting the stimuli received by organisms or individuals so that it is something meaningful and an integrated activity within the individual [24]. Meanwhile, according to Robbins in the book by Gani and friends, perception is a process when individuals organize and interpret their sensory impressions to give meaning to their environment [25]. Robbins defines perception indicators into two kinds, namely: acceptance or understanding and assessment or evaluation. Why use perception? Because it will find human behavior in dealing with the environment. And why use student perception? Because by knowing the material that is good and right that can make students able to understand the subject matter so that they can achieve competence and learning goals. To achieve this goal, the researcher sets the research questions as follows: How do students' perception the use of role play technique in speaking skills? The purpose of this study was to find out how students perceive the use of roleplay techniques in speaking skills and to determine whether students are interested in using role play techniques in speaking skills.

2   Research Methods

Research requires a method that performs treatment in data collection. Therefore, researchers used quantitative research with survey methods. This research was conducted in class VIII at SMP Muhammadiyah 2 Taman in the even semester of the 2023/2024 academic year. Because based on the results of observations on October 21, 2022, it was found that when the teacher gave speaking material to students, they often practiced using roleplay techniques to practice their speaking skills. Therefore, researchers want to know or measure students' interest in using roleplay techniques in speaking skills through student perceptions. The English teacher at the school suggested or recommended using VIII A and VIII B classes, with a sample size of 50 students (out of 100 students) in this study. Researchers used a questionnaire to collect data. Adapted from John W Creswell's book, a questionnaire is a list of questions given to other people who are willing to provide responses (respondents) according to user requests [26]. The purpose of this research is to find out whether students are interested and feel happy or not when doing role play techniques when learning speaking skills.

2.1   Population and sample

Population is the subject of research. The population of this study were students of class VIII SMP Muhammadiyah 2 Taman, which totaled more than 100 students from 6 classes. The sample for this research was all eighth-grade students, which consisted of all students in class VIII A and VIII B, which totaled 50 students. According to Arikunto, this type of sampling is the process of selecting samples by taking subjects that do not depend on the level of the region, but on a specific purpose [27]. Researchers will conduct a survey by distributing questionnaires to students. With the aim of knowing that students are interested, interested, and feel happy or not when doing role play when learning speaking skills.

2.2 Instrument of the research

Instrument is a tool that will be used by researchers to obtain data regarding students' perceptions of the use of role play techniques in speaking ability. The instrument used in this study was a questionnaire. Questionnaires are a list of questions given to other people who are willing to provide responses (respondents) according to user requests [26]. The questionnaire is the main research instrument for researchers to obtain data regarding students' perceptions of the use of role play techniques in speaking skill. The researcher adopted a questionnaire from previous studies[28], because the questionnaire was able to answer this research. This questionnaire is in the form of a 26-item list of statements to find out or measure students' interest in using the role play technique in speaking skills. Researchers use a Likert scale. The following is a list of 26 questionnaire statements:

Table 1. Questionnaire

No	Statements Interpretation or Stimulation Received by Individuals (X1)	Optional				
		SS	S	N	TS	STS
1.	I am happy to help friends who have not been able to master the material given by the teacher.					
2.	I understand when learning English because of the learning approach applied by the teacher.					
3.	I feel I have gained enough confidence by using the role-play technique given by the teacher.					
4.	I became more creative in speaking by using the role-play technique given by the teacher.					
5.	The teacher goes around the class to check and help students with difficulties during the learning process.					
6.	The teacher gives enough time to memorize and practice dialogues before performing in front of the class.					
7.	I often engage (participate) in conversations during the learning process.					

8.   I was very enthusiastic when practicing and memorizing the dialogue scripts given.

9.   I am very enthusiastic when playing roles and performing in front of the class.

10.   I feel happy when I role-play because my friends and teachers provide feedback on my performance.

11.   I became more confident in speaking English when learning using the role-play technique.

12.   I asked the teacher if there was material that I did not understand.

13.   The English lessons I have received so far are enough to provide speaking practice or speaking skills.

14.   I am happy with the English lessons.

15.   I like English lessons, especially speaking.

16.   I like to speak English.

17.   I like to learn English lessons deeper.

18.   My interest in speaking English increases when learning using role-play techniques.

19.   The material presented by the teacher caught my attention.

20.   I feel interested in learning speaking by using the role-play technique.

21.   I easily understand the English material delivered by the teacher because the teaching technique is fun.

22,   The teacher clearly explains how to play a role using the role-play technique.

23.   I get enough feedback from the teacher to know the success rate of my performance.

24.   The teacher gives a conclusion of the material at the end of each lesson.

25.   The use of role-play techniques is either used or applied in learning speaking.

26.   In learning English there are many things that arouse my curiosity.

Statements for each instrument item using a likert scale can be seen in the following table:

Table 2. Likert Scale

No.	Choice	Score weight
1.	Strongly agree	5
2.	Agree	4
5.	Neutral	3
3.	Disagree	2
4.	Strongly disagree	1

2.3 Method of collecting the data

Researchers collected data using a questionnaire instrument. Researchers distributed questionnaires conducted in class VIII A and VIII B SMP Muhammadiyah 2 Taman. Which will attempt to find out or measure student interest in the use of role play techniques in speaking ability. Thus, the results of this study will be obtained from the answers of 50 students through the questionnaire that the researcher has provided.

2.3.1 The following are the data collection steps

a. The researcher requested permission to conduct research at SMP Muhammadiyah 2 Taman.
b. Researchers prepare the instrument to be used.
c. The researcher enters the class where the data will be collected.
d. Researchers give instructions to students how to fill out the questionnaire.
e. Researchers distributed questionnaires to students.
f. After completing the data collection, the researcher will calculate the data that has been obtained.

2.4 Data analysis technique

After the data is collected, the next step is the data will be collected and calculated. The result is concrete data. Researchers will use a Likert scale to calculate the data. The steps to calculate the data as follows:
1. Editing, the first time the researcher will do is edit or check the list of respondents' statements. Aims to reduce mistakes or oversights.
2. Scoring, after going through the editing stage the researcher will give a score to the statements in the questionnaire. Positive statements are given a value of 4, 3, 2, 1. While negative statements are the opposite.
3. Tabulating, next is the calculation of the results of the existing scores. In this case the researcher will use the following formula:
    a. The first calculation formula = T x Pn
        T = Total respondents
        Pn = Choice of Likert score numbers
    b. Second calculation formula (interpretation):
        Y = highest Likert score x number of respondents, so 5 x 100 = 500
        X = lowest Likert score x number of respondents, then 1 x 100 = 100
    c. The Index % formula = Total Score/Y x 100
    d. Last formula (interval)= I/Total Score (Likert)
        I = 100 / Total Score (Likert)
        Then = 100 / 5 = 20
        Result (I) = 20, is the interval between 0% and 100%

Table 3. Interval

No	Percentage (%)	Criteria
1.	0-20	Strongly disagree
2.	21-40	Disagree
3.	41-60	Neutral
4.	61-80	Agree
5.	81-100	Strongly agree

The settlement ends up being Total score / Y x 100

3 Finding and Discussion

3.1 Finding and Discussion

In this study to collect student perceptions or measure student interest in the use of role play techniques in speaking skills, the researcher distributed questionnaires in two classes. Therefore, in this section, the researcher will explain in more detail about the findings.

3.2 Finding

Questionnaires were given to 50 students of class VIII A and VIII B of to find out their perceptions about using role-play techniques in their speaking skills. The questionnaire consists of 26 statements. The students received a total score of 4939 after completing the questionnaire. The following are the results of the student questionnaire answers:

3.2.1 Results of student questionnaire answers:

Table 4. Results of statement questionaire
interpretation or stimulation received by individuals (X1)

No	Statement	Total score	Percentage	Criteria
1	Statement 1	184	74%	Agree
2	Statement 2	186	74%	Agree
3	Statement 3	160	64%	Agree
4	Statement 4	179	72%	Agree
5	Statement 5	181	72%	Agree

6	Statement 6	182	73%	Agree
7	Statement 7	173	69%	Agree
8	Statement 8	152	61%	Agree
9	Statement 9	156	62%	Agree
10	Statement 10	161	64%	Agree
11	Statement 11	166	66%	Agree
12	Statement 18	188	75%	Agree

The results of student questionnaire answers about Interpretation or Stimulation Received by Individuals are that this technique not only makes students more creative and active in role playing, but also makes them more confident.

Table 5. Results of statement questionaire acceptance or interest (X2)

No	Statement	Total Score	Percentage	Criteria
1	Statement 12	233	93%	Strongly Agree
2	Statement 13	208	83%	Strongly Agree
3	Statement 14	217	87%	Strongly Agree
4	Statement 15	233	93%	Strongly Agree
5	Statement 16	226	90%	Strongly Agree
6	Statement 17	222	89%	Strongly Agree
7	Statement 19	223	89%	Strongly Agree
8	Statement 20	232	92%	Strongly Agree

The results of the students' questionnaire answers about Acceptance or Interest were that by using the roleplaying technique, it was found that students were interested in using the roleplay technique in this speaking skill.

Table 6. Results of statement questionaire assessment or evaluation (X3)

No	Statement	Total Score	Percentage	Criteria
1	Statement 21	184	74%	Agree
2	Statement 22	172	69%	Agree
3	Statement 23	179	72%	Agree
4	Statement 24	178	71%	Agree
5	Statement 25	173	69%	Agree
6	Statement 26	191	76%	Agree

The results of student questionnaire answers about Research or Evaluation are that this roleplay technique is often used by English teachers to provide direct feedback on students' speaking skills, which can help them increase their creativity after the role play is done.

3.3 Data analysis:

To find out the results of students' interest in using the role play technique in speaking skills, the researcher calculated the questionnaire results from the respondents' answers using a Likert scale. The following are the results of calculations and the Likert scale formula that researchers used to calculate:

The result of each variable

After obtaining data from student perceptions through questionnaires, researchers calculated student scores for each variable.

Table 7. Result of each variable

		Statistics		
		Total_X1	Total_X2	Total_X3
N	Valid	50	50	50
	Missing	0	0	0
Sum		2068	1794	1077

3.3.1 Results of all variables

Then after the researcher knows the results of the score for each variable, the researcher calculates the overall score for all variables.

Table 8. Result of all variable

Statistics	
Total_X1_X2_X3	
N Valid	3
Missing	0
Sum	4939

3.3.2 The final result of the student's perception

After knowing the results of the scores of all variables, the researcher calculated the results of the overall score of the variables using the Likert scale formula, which aims to find out what percentage of students are interested in using roleplay techniques in speaking skills.

$$P = \frac{Total\ Score}{Y} \ x\ 100$$
$$P = \frac{4939}{500} \ x\ 100$$
$$P = 98,78$$

According to the results, student responses to the questionnaire reached 98,78% of the total. This shows that students have a positive attitude towards using role playing techniques in their speaking skills. This can also be observed in the classification of survey results, which range from 81 to 100 and are marked "Strongly Agree".

Based on the results of the data above, that many students are interested in using role play techniques in their speaking skills and the use of role play techniques can affect students' performance in their English-speaking skills. That is, students understand the material more easily, the use of role play techniques can help build self-confidence, role play techniques provide a lot of experience and make the class atmosphere comfortable. This can be a reference for English teachers in other schools to use roleplay techniques in training students' speaking skills.

3.4 Discussion

Speaking is one of the four basic skills that must be developed by students. Students must be able to communicate fluently. The approach or technique is needed to support the objectives of the learning process, especially in learning to speak because it increases the efficiency of the teaching and learning process. Role playing is a technique that can be used to help students improve their speaking skills. The importance of some type of feedback between the teacher and students after the technique is completed is very important. In other words, teachers need students' perceptions after using role playing techniques to educate better.

This study used a questionnaire to determine students' perceptions of using role playing techniques on speaking skills. Students are given questionnaires after carrying out learning activities with role playing techniques and they complete them. According to the results of the answers to the student questionnaire explaining (1) regarding the interpretation or stimulation received by individuals is that this technique not only makes students more creative and active in role playing, but also makes them more confident. (2) The results of the students' questionnaire answers regarding Acceptance or Interest explained that by using the roleplaying technique, it was found that students were interested in using the roleplay technique in this speaking skill. (3) According to the results of the students' questionnaire answers regarding Research or Evaluation, it was explained that this roleplay technique was often used by English teachers to provide direct feedback on students' speaking skills, which could help them increase their creativity after the role play was carried out.

So, the results of students' perceptions of the use of role-play techniques in learning speaking skills reached 98.78% based on student responses, revealing that the perceptions of using role-play techniques in speaking skills were positive or you could also say that many students were interested in using role-play techniques in their speaking skills. This says that the results of this study with previous studies [18], [20], and [21] are the same, namely using the role play technique is so effective in students' speaking skills. Therefore, using roleplay techniques in speaking skills can be used as a reference for English teachers in other schools to train students' speaking skills.

4 Conclusions

This research was conducted to determine students' perceptions about the use of role play techniques in speaking skills. English teachers at the school where the research took place often

used role play in their speaking skills. Most students are more interested in using role play than just listening to the teacher's explanation and taking notes. In addition, this study revealed that many students were interested in using the role play technique. Because of the first, using role play techniques can help students to build their confidence when speaking English. Second, using role play techniques can provide students with various experiences that can be applied in the real world. Then, encourage a positive atmosphere in the classroom, which makes students enjoy learning. Finally, it encourages student creativity.

Based on the findings of this study, it can be concluded that: (1) Students' perceptions of the use of roleplaying techniques are positive, as evidenced by their responses to questionnaires and this technique not only makes students more creative and active in role playing, but also makes them more confident self. (2) Furthermore, by using role playing techniques, it was found that students were interested in using roleplay techniques in speaking skills. (3) This technique allows English teachers to provide direct feedback on students' speaking skills, which can help them increase their creativity after role playing is done, and implies that role playing is an appropriate technique for students' speaking skills.

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