

CHAPTER I

INTRODUCTION

1.1 Background of the Study

English education and learning in Indonesia cannot be separated from the importance of pedagogy and are concerned with the limited teaching potential of teachers (Zein et al., 2020). The teacher focused on changing teaching strategies, using variations, preparing appropriate teaching materials, and knowing the students' character and student-teacher interactions. All these things are prepared to provide learning in schools by the teacher. Therefore, pedagogy is very important for teachers to develop students' potential and appropriate strategies.

According to Hartina (2019), the implementation of learning methods is based on certain procedures that take place in the classroom. In this case, different methods can use the same technique even though the techniques used should be different. Based on different types of techniques, the teacher can combine more than one technique in the classroom learning process. The teacher needs to observe students in the classroom, class situation, and the material's purpose. In this situation, the teacher can develop techniques used in the classroom.

A language is a communication tool used to exchange information. Therefore speaking skills is very important to support this. The gaps in communication cause misunderstandings between speakers and listeners.

Every language learner realizes the importance of mastering speaking skills. Especially students at school which is the first step to learning how to communicate. Qureshi (2017) stated that the communication facilities available on the internet are a great place to learn English, especially speaking, because it is useful for being a knowledgeable communicator. According to Cameron (2001), as cited in Pratiwi (2013), speaking is the use of language that expresses meaning actively and exchanges information or shares an understanding with each other with appropriate language details. Speaking skills also need to be trained in a directed and special way. A communicator can be called highly knowledgeable when he masters four language skills: Listening, speaking, reading, and writing.

Krebt (2017) states that role-play is a technique that can be used to assess and determine how students act when faced with the condition that needs to be solved. This was in line with an explanation from Brierly, Devonshire, and Hillman (2002), as cited in Clarita et al. (2020), that role-play is a technique that develops knowledge functions such as a combination of proportional and procedural knowledge so that students are more independent in learning. Another expert, Clawson (2006) explained that role-play is a perfect learning technique for students because it involves other points of view/perspective, focuses on important details, abstract thinking, knows the difference between concepts and reality, diversity in the classroom, and stimulates conceptual learning. In addition, students can practice aspects and problems experienced in learning as real-life conditions which force them to think actively. Forcing them to think

actively means training how they solve problems critically, improvise, think creatively, and simulate real life. In the implementation of role-play in class, there are three sequence steps, namely Preparation and Instruction, Dramatic Action and Discussion, and Evaluation (Chesler & Fox 1966). Thus, the role-play technique can be used to assess their learning process, how they explore something, and they get to experience that will be useful for learning.

This research used perception as a means to determine students' views on the implementation of role-play in the classroom. According to Démuth (2012), perception is a process of seeing something from the point of view of a phenomenon and obtaining information from the phenomenon until it is processed into cognitive knowledge. There were things behind students' decision-making on their perceptions. Nejati (2021) states that the dimensions of the 2D and 3D stimuli affect their perceptual representation. Students do eye-tracking on the information in front and process it into perception. The definition of perception was also expressed by Braund (2008), perception is the causal result of sequential/linear events that start from the material world and paradoxically occur, and then end in the human brain. It can be concluded that a phenomenon/information obtained by students influences them to have a certain point of view and produces cognitive knowledge in the form of perception.

This research assessed how students' perceptions of the implementation of role-play in learning speaking. There were three

dimensions to classify students' perceptions of the implementation of role-play. The first dimension was Effectiveness. Watkins (2002) states that effective learning is the knowledge that can be increased rapidly with a wide range to produce broad knowledge that involves many contexts. Also, Swan (2003) states that effectiveness in learning becomes the first benchmark to assess how education is accessed, student satisfaction, and trust. Effective learning is characterized by the rapid process of an individual understanding something. This dimension provided an overview of how role-play helps students to learn speaking quickly. The second dimension was Strength. Hammond & Zimmerman (2012) states that the strength approach is a method for solving existing challenges by not ignoring the problems or difficulties encountered but by placing strengths as the basis for overcoming problems. This explanation is also reinforced by Rapp & Goscha (2006), that the strength of a person gives a feeling of how their idea causes desired changes. This theory helped students to know the strength of implementing role-play for learning speaking, by knowing the benefits they can get and the advantages of the technique that helps them learn speaking quickly. The third dimension is Weaknesses. According to Sarsby (2012) The factor of someone who cannot take advantage of the opportunities that occur, which is they weak in dealing with problems against themselves. In addition, they can not take advantage of the opportunities. This dimension was used to clarify students' weaknesses in the role-play technique given by the teacher. Students analyze their skills in implementing role-play and assess whether they can

take advantage of the opportunity or not. These three dimensions were used to assess students' capabilities in their perception of the implementation of role-play.

The researcher chose SMAN 2 Singaraja as the research location. This was because SMAN 2 Singaraja applied role-play-based speaking learning, and it found phenomenon related to the role-play technique that students had different perceptions and the implementation of role—play technique was not clear. The curriculum used at SMAN 2 Singaraja was an Emergency Curriculum. According to Sanjaya & Rastini (2020), Emergency Curriculum is a simplification of the National Curriculum, which does not require teachers to complete all learning materials. It was only important materials were chosen for the students. This curriculum was formed to adapt to the current learning conditions in Indonesia which were affected by Covid-19.

In the online class, the teacher used Google Classroom as a learning platform. For learning speaking skills, a role-play-based assignment or activity was given to students. The activity given was that students were asked to act as MC/HOST who will deliver a speech about giving compliments or congratulations. The researcher observed the students of class X IBB 1, X IBB 2, X MIPA 1, X MIPA 2, and X MIPA 3 in SMAN 2 Singaraja. This was because the class had been given role-play activities online via Google Classroom. The implementation of role-play techniques was not clear and needed to be investigated to find the

correlation between the implementation of role-play techniques for learning speaking.

The tenth-grade students in the senior high school in SMAN 2 Singaraja were not able to understand Role-play technique. Based on what was observed, students experienced different perceptions in learning using the role-play technique. There were ten students asked via personal chat what was meant by role-play. There were 74 students who had not collected the role-play activity assignments in Google Classroom from 170 students of classes X IBB 1, X IBB 2, X MIPA 1, X MIPA 2, and X MIPA 3. They believed that this technique was the same as making a video and reading a text without any role-play elements such as body gestures, speech intonation, facial expressions, and acting like other people (Wulandari et al., 2021). The teacher asked to provide examples of the intended role-play, so students could easily understand. Students had different views on the role-play technique for speaking. Keneth (2008), as cited in Krebt (2017), states that Role-play is a role-playing game where a person will follow habits, behavior and practice the target language in certain situations in real life. So, role-play is closely related to speaking skills. Basically speaking skills is a person's ability to be able to speak fluently, have good grammar, and be able to provide information (Qureshi, 2017). But there were those who learn that role-playing can bring text to read when doing it. Each student had a different perception and learning process on role-play technique. It was interesting to find out the perception

of students regarding the role-play technique used to practice their speaking skills.

A similar study was conducted by Alawiah & Suwarsito (2018) entitled “The Effects of Student’s Perception on Role-play Technique and Student’s Learning Motivation on Speaking Skills”. This was a study to determine the impact of students' perceptions of role-play on their learning speaking skills motivation. The finding of this study was students' perceptions of the role-play method have a positive impact on improving their speaking skills.

This research focused on students' views or perceptions of the role-play technique given to practice their speaking skills. Their opinions had an influence on the implementation of role-play techniques in the future. The purpose of this research was to investigate the implementation of role-play technique in class and their perceptions of role-play techniques to improve speaking skills. The implication of this research was for the teacher to apply the role-play technique and perfect the use of this technique to improve students' speaking skills.

1.2 Problem Identification

The implementation of classroom learning that used unique technique, the teacher must faced the existing challenges. The implementation carried out by the teacher causes different perceptions for each student. As described in the background of the study, there were two phenomenon that need to be identified as follows. The first was students'

perception of the implementation of role-play for speaking in class, especially in learning English. Role-play helped students practice their confidence in speaking English. The role-play technique was adapted by the teacher when implementing speaking learning with students who could practice fluency in speaking and got creativity as purposes. Students' perception of the implementation of this technique was very important because students must have the right understanding and take advantage of this activity to learn speaking English. The teacher will be helped to improve the role-play technique used. The second was the implementation of role-play technique in the English-speaking class. In the implementation of learning techniques in the classroom, there must be things that it was not in accordance with the lesson plan. The good implementation provided benefits to students to maximize their potential in learning. Implementation had an important role in creating appropriate role-play techniques for students. Therefore, the researcher needed to know how the implementation was carried out in class. In implementation, there were aspects that needed to be assessed to investigate the implementation of learning, student responses, and teacher feedback.

By this situation, the researcher wanted to investigate students' perceptions during learning speaking skills using role-play technique and its implementation.

1.3 The Limitation of The Research

The limitation of this research was to provide a reference in conducting research. This research was limited to investigating in students' perception and implementation of role-play techniques in SMAN 2 Singaraja. The credibility of this research was greatly determined by the collection of data and related sources.

1.4 Research Questions

Based on the elaborated background above, the research questions were,

1. How was the implementation of role-play techniques in class?
2. How did students perceive the role-play techniques used in learning speaking?

1.5 Research Objectives

The objectives of this research were as follows,

1. To investigate the implementation of role-play techniques in class
2. To investigate students' perceptions of role-play techniques used in learning speaking

1.6 Research Significances

There were two significances expected to be used as well as possible in this research. Theoretical and practical significance.

1. Theoretical significance

It was hoped that this research could help the implementation of role-play technique, and the media used could be identified and changed.

2. Practical significance

a. For Teacher

For teachers, it was hoped that they could perfect the role-play technique by paying attention to the perceptions of students. Using the right implementation and students could improve their speaking skills.

b. For Student

For students, it was hoped that they know the essence of role-play technique to improve their speaking skills. From their perception, they could add their views on the right role-play technique and process to improve their speaking skills.

