

DIGITALIZING ROLE PLAY IN BUILDING SPEAKING SKILL AMONG MALE STUDENTS' OF THIRD LEVEL OF EESP

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ABSTRACT

Speaking is one of the important language skills. Speaking relates to daily life as a communication tool. Unfortunately, the fact has shown that the students faced many problems to improve their speaking skill because they were accustomed to using their native language in their daily life rather than using English. However, a role was chosen. In this digital era, deepening speaking skills alone is not enough, therefore YouTube was chosen as the media that will be used to demonstrate the digitalizing of speaking skill. This research concerns how role play can build speaking skill among male students of the third level of the English education study program. The study applied a qualitative approach method and document analysis for the instrument. The result of the implementation of role play using YouTube as a mediator begins by selecting "Tourism Destinations in Cianjur" as the topic. Through learning with role play techniques, students are able to compose conversation scripts and also present a performance related to the topic properly and correctly. The benefits of role-play can be felt in learning speaking where students must be active in learning, because without there is activity, then the learning process is not possible. The obstacles of role play take a lot of time, students' often have difficulty playing a role properly, especially if they are not directed or not assigned well.

Keywords: *Teaching English, Classroom, YouTube, Speaking, Role Play.*

INTRODUCTION

Speaking is one of the important language skills. Speaking relates to daily life as a communication tool. It indicates students mastering English. According to Ladouse (in Nunan, 1991: 23) speaking is an activity to explain someone in a certain situation or an activity to report something. Meanwhile, according to Tarigan (1990: 8) "Speaking is a way to communicate that affects our daily lives". This means that speaking is a way of communicating that can affect a person's life. Greene & Petty (in Tarigan, 2008:3- 4) claim that speaking is a language skill that develops in a child's life, which is only preceded by listening skills, and at that time the ability to speak or speak is learned. Speaking is of course closely related to the development of vocabulary acquired by the child through listening and reading activities. Immaturity in language development is also a delay in activities.

Unfortunately the fact has shown that the students faced many problems to improve their speaking skill because they were accustomed to using their native language in their daily life rather than using English. According to Wahyuningsih & Dewi (2019), speaking English may not be easy for beginners, particularly the undergraduate students from the Islamic Road casting Communication Department at State Islamic Institute of Kudus. Therefore the teacher developed innovative teaching using role play in speaking class.

Harmer (2007: 352) said that “simulation and role play can be used to encourage general oral fluency or to train students for specific situations, especially where they are studying English for specific purposes (ESP). Role play is very important in teaching speaking because it gives students an opportunity to practice communicating in different social contexts and in different social roles. In the case at the third level of the English education study program, the same thing happened, especially for male students in the class who were not very proficient when it came to speaking and interacting using English for learning activities and daily activities. Therefore role a play was chosen so that the male students in the class can build their speaking skills for the better.

However, in this digital era, deepening speaking skills alone is not enough, therefore, you tube was chosen as the medium that will be used to demonstrate in building speaking skills among male students' of third level of EESP. According to Gerlach & Ely in Azhar Arsyad's book, that media if understood in broad terms are humans, materials, or events that build conditions, which cause students to be able to acquire knowledge, skills, or attitudes. YouTube media is a video sharing service provided by Goggle for its users to load, watch and share video clips for free. You tube is a manifestation of the shift in internet technology (World Wide Web) from the "read only web" to the "read write web", that is, from a state when the internet only provides reading resources for its users to a state when the internet provides a means for users to create and share reading sources. For other users. This shift has made you tube one of the most practical and accessible social media, so that currently you tube is the most popular site and is watched by thousands of people every day. So you tube was chosen as a media in this study by exposing speaking products using role play.

Role a Play

In line with the role card, students engage in role-playing, which involves using their imagination to temporarily put themselves in another person's shoes or take on that part themselves, inventing conversation, and setting up realistic scenarios (Nga, 2011; Livingstone, 1983). Shaftel et al. (1967) mentioned main steps of role-play into four steps. These steps include: teacher preparation and student preparation. Teacher preparation covers warming up, teaching materials, and selecting the role-players. Firstly, the teacher “warms up” by opening up a problem area and make the students become sensitive, respond, and realize that they have had to face such problem. Then, the teacher selects the topics based on the level of the students. After that, the teacher decides the topics and situations with the roles. He also teaches the language function, grammar, and also provides the vocabulary, phrases, and sentences necessary for the role-play situations. After delivering the materials, the teacher may assign the student into groups randomly or manipulatively.

During the preparation, students may make notes or create dialogs in peers. They are also required to practice before they perform. The third step is the role-play. This step covers setting the stage and performing the role-play. Before the role-players perform, they set the stage and needed accessories quickly. The other students and teacher as observers may help the role-players set them all. Then, the role-players perform their roles based on the situation. They may improvise the dialogue. The other students and teacher only observe the performance played by the role players. The last step is debriefing (discussing, evaluating, and following-up). In this step, the teacher invites the student to discuss and evaluate the role-plays which were done together.

You Tube

The You Tube channel is a sharing videos website where users can upload, share and view

videos. It was made in 2005, and it is founded by Chad, Steve hen, and Jawal Karim, who is an employee at PayPal Company. The domain name is www.youtube.com, and then developed and growing rapidly more than 100 million video views per day. You Tube is classified as the third most visited website on the Internet. In 2010, You Tube launched a new design to simplify its interface and increase the time spent by users in place. It provides students with visual connection to abstract literary theory that is to help teachers to improve students' participation, and highlighting context.

This research focuses on how the digitalizing of role play can build speaking skill among male students' of third level of esp. Alfu Nikmah and Akmalun Niam Zam Zam (2019) performed research in in the first year students at IAIN Kudus about the implementation of role a play on classroom environments it can be concluded that the result of that research was satisfying where they to find out the implementation of role play in teaching English speaking and also find out the students response toward it. Another research performed by Lutfi, A. A., et al (2018) in The Effectiveness of Simulation and Role-Play in teaching speaking for students with different levels of motivation and found that role play techniques were able to improve students' speaking competence and those correlated directly with the level of students' motivation. Based on the result of the study, it can be inferred that students were getting advantages of using simulation and role-play techniques to teach speaking. The students' score was significantly increased. they were also indirectly motivated to speak English and they gradually forgot the negative feeling such as shyness and lack of confidence and thus these researches became our benchmarks to perform our research regarding how digitalizing role play using YouTube can building speaking skill among the third level of the English education study program of Suryakancana University, Cianjur, with looking at how digitalizing role play using YouTube can building speaking skill for male students', with: How is the implementation of digitalizing role play in building speaking skill among the third level of EESP? What are the benefits of digitalizing role play in building speaking skill among the third level of EESP? What are the obstacles of digitalizing role play in building speaking skill among the third level of EESP?

METHOD

This study in digitalizing role play in building speaking skill used the qualitative method, Theories are usually used to help design a research question, guide the selection of relevant data, interpret the data, and propose explanations of the underlying causes or influences of observed phenomena. According to Jhon W Creswell (2013) the qualitative approach to a case study with the investigator focusing on one or more cases over time through detailed, in-depth data collection involving multiple sources of information. Also Creswell (2014) describes that quantitate approach countries analysis of an idea by establishing narrow assumptions and use data gathering to support or controvert the assumptions.

The instruments is document analysis, document analysis is a systematic process of viewing or evaluating documents-both printed and electronic materials (computer based and web-based). Like other qualitative research analytical methods, document analysis requires data study and interpreted to gain meaning, gain understanding and develop empirically knowledge (Corbin & Strauss, 2008; see also Ripley, 2007). Documents analysis includes an authorized (shallow inspection), reading (in-depth research) and interpretation. This iterative process includes elements of content analysis and thematic analysis. Content analysis is the process of organizing data into categories related to the central research experts may object for content analysis, as Silverman (2000) argues, it clouded interpretation process that converts speech into

text. This document should be kept in mind by research experts includes more than transcriptions on interviews and other speeches.

RESULT AND DISCUSSION

After conducting research using the document analysis method. The implementation of Role play at the third level of EESP using YouTube as a mediator begins by selecting "Tourism Destinations in Cianjur" as the topic. Through learning with role play techniques, students are able to composing conversation script related to the topic "Tourism Destinations in Cianjur" and also presenting a performance related to the topic of "Tourism destinations in Cianjur" properly and correctly. In the What Sapp group, the teacher provides the detailed explanations regarding topic "Tourism destinations in Cianjur" to be discussed by displaying a PPT and some examples of pictures of tourist destinations in Cianjur which are shared with the Google drive link on the What Sapp group then the teacher gives 2 YouTube links related to the topic and ask the students to mention what tourist destinations are contained in the videos and provide comments about the videos in the YouTube comments column.

The teacher asks students to mention the tourist destinations place that can visit in Cianjur in the What Sapp group. The teacher gives a You Tube link about a role play performed by a group of people and ask students to try to a script that teacher has prepared beforehand by recording their voices on Vocaroo to practice their pronunciation and fluency when they are reciting scripts. After that, students are divided into several groups. One group consists of 3-4 students. The group's name are made based on the destinations tourist place which they have chosen and each group makes their own script according to the teacher's script that the teacher has gave before. Each Groups has to prepare several things before face to face meeting and decide who will be a tourists, local people and tour guides of the group.

For The face to face meeting. The teacher and students watch a video containing several tourist attractions and have to guess the origin of these tourist attractions by looking at the pictures and clues in the video as the brainstorming and then students who answer correctly are rewarded with praise and additional points. Students who answer incorrectly still get appreciation in the form of praise from the teacher. In the main activity in the classroom the teacher asks students to prepare scenarios and scripts that they have made before and gives 15 minutes for students to change their outfit and set the stage to play their roles. Students in groups come to the stage in front of the class to play their roles, students who act as tourists will play the role of tourist who came to Cianjur with their tour guides who are visiting tourist destinations in Cianjur city. The students who act as a local people will be asked by the tourists and tour guides about the tourists destinations they have chosen before. Each students are given a worksheet to discuss or give an assessment of their friend's performance based on the criteria above. The last one, the representatives student convey the result of she/he assessment in front of the class.

(Triyanto, 2007) that the benefits of role-play can be felt in learning speaking where students must be active in learning, because without if there is activity, then the learning process is not possible. The benefits of the Role Playing (RP) Learning Method, can make a strong and long-lasting impression on students' memories, Very interesting for students', thus allowing the class to become dynamic and full of enthusiasm, Generating passion and a spirit of optimism in students' as well as fostering a sense of togetherness, Students' can go directly to portray something that will discussed in the learning process. Role play is very important in teaching

speaking because it gives students an opportunity to practice communicating speaking in different social context and in different social roles. In addition, it also allows students to be more motivated and put themselves in another person's place for a while. Arifah (2018) role-play helped the teacher in terms of efficiency of time and energy; second, role-play facilitated teacher's role as a participation support, and third, role-play could create a great atmosphere in the classroom. From the students' point of view, the benefits focused on two things; they were speaking aspect benefits and speaking strategy benefits. Finally, the students' responses to the use of role-play in teaching speaking to young learners have indicated some interesting points. In other words, the use of role-play technique has a significant influence on young learners' speaking activity. According to Mansyur (Sagala, 2006) the advantages of the role method playing namely, by applying the role method playing students' are trained to be able to understand, remember the material to be dramatized about teaching materials. Next, students' will accustomed to be creative as well creative.

The obstacles of the Role Playing (RP) Learning Method, Playing a role takes a lot of time, students' often have difficulty playing a role properly well especially if they are not directed or not assigned well. Students' need to know very well what will be playing, role playing will not go well if the class atmosphere not support, if students are not well prepared there is possibility not will do seriously, not all subject matter can be presented through this method. According to (Tony Whelpton and Daphne Jenkins, 1988) role playing is due to limited time, the opportunity to play unfulfilled, shame and fear will result in internal irregularities play a role, so the results are less satisfactory hope, cannot be applied to very young children because they never got extensive information about the various roles and do not have the skills social in playing in groups, management is not good, simulation is often used as an entertainment tool, so that learning objectives become neglected, demands the imagination of teachers and students and requires quite a long time. Not all biology subject matter can be applied in role playing methods.

DISCUSSION

After conducting research using analytical documents on digitizing the role a play in building speaking skills among the third level of EESP. We know that speaking is one of the important language skills and relates to daily life as a communication tool. Unfortunately the fact has shown that the male students of the third level of EESP faced many problems to improve their speaking skill because they were accustomed to using their native language in their daily life rather than using English. Therefore role play is very important in teaching speaking because it gives students an opportunity to practice communicating in different social contexts and in different social roles. The implementation of Role play at the third level of EESP using YouTube as a mediator begins by selecting "Tourism Destinations in Cianjur" as the topic. Through learning with role play techniques, students are able to composing conversation script related to the topic "Tourism Destinations in Cianjur" and also presenting a performance related to the topic of "Tourism destinations in Cianjur" properly and correctly. The benefits of role play can be felt in learning speaking where students must be active in learning, because without if there is activity, then the learning process is not possible. Role play is very important in teaching speaking because it gives students an opportunity to practice communicating speaking in different social context and in different social roles. The obstacles of the role play takes a lot

of time, students' often have difficulty playing a role properly well especially if they are not directed or not assigned well.

CONCLUSION

In this digital era, deepening speaking skills alone is not enough, therefore, this research focuses on how digitalizing role play in building speaking skills among male students' of third level of EESP. Role play was chosen as a technique to improve the speaking ability of male students because male students had problems speaking English with YouTube being chosen as a medium for teaching speaking. The implementation of role play using YouTube as a mediator begins by selecting "Tourism Destinations in Cianjur" as the topic. Through learning with role play techniques, students are able to compose conversation scripts and also present a performance related to the topic properly and correctly. The benefits of role-play can be felt in learning speaking where students must be active in learning, because without if there is activity, then the learning process is not possible. The benefits of the Role Playing (RP) Learning Method, can make a strong and long-lasting impression on students' memories, Very interesting for students', thus allowing the class to become dynamic and full of enthusiasm, generating passion and a spirit of optimism in students' as well as fostering a sense of togetherness, Students' can go directly to portray something that will discussed in the learning process. The obstacles of the Role Playing (RP) Learning Method, Playing a role takes a lot of time, students' often have difficulty playing a role properly well especially if they are not directed or not assigned well. Students' need to know very well what will be playing, role playing will not go well if the class atmosphere not support, if students are not well prepared there is possibility not will do seriously, not all subject matter can be presented through this method.

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