

ROLE PLAY IN ENGLISH TEACHING FOR ECONOMICS STUDENTS AT UNIROW TUBAN

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Abstract

This article explores the impact of role-play as a method for teaching English for Economics students. This article applied a qualitative method, covering the collection, analysis, and interpretation of comprehensive narrative and visual data in order to gain insights into a particular phenomenon of interest. The participants of this article were the second year Economics students of 2021-2022 academic year at Unirow Tuban, consisting of 10 students chosen from two classes using purposive sampling. The data of this research were collected through observation with simple protocol. The data were analysed using the grounded theory technique. The result of this research reveals the impacts of the role play activities, that is because it is interesting to do, and also allows the students to experience the environment of the case instead of just using their cognitive skills to analyse.

Keywords: role-play, English teaching, Economics students.

INTRODUCTION

There are many successful teaching methods for student learning. Choosing among these various methods lies in competence and responsibility of the teacher. As we know, teaching students involves dealing with different individuals, each presenting different backgrounds, experiences, and thus learning styles. The notion of learning styles refers to a range of theories that aim to account for differences in individual learning processes. Critics say there is no evidence that identifying an individual student's learning style produces better learning outcomes (Hood, B., 2014). Ultimately, the choice lies with the teacher/lecturer. Teachers/lecturers are aware that students learn in different ways and therefore use a variety of methods to teach. This article addresses the impact of role-play as a method for teaching English for Economics students.

Role play is a way of working through a situation, a scenario, or a problem by taking on roles and practising what to say and what to do in a safe setting. When it is

implemented, this type of learning experience several advantages and benefits. Role-play is an effective technique to animate the teaching and learning atmosphere, arouse the interest of learners, and make language acquisition exciting (Liu, 2009). In addition, role-play provides opportunity for authentic and spontaneous communication because learners are placed in quasi-realistic situations allowing them to practice a context-specific use of language. In order to fully harness the potential of role-playing, all students within a class should be given the opportunity to talk as much as possible using the target language.

The ultimate goal of foreign language teaching is to enable students to use the foreign language in professional or private settings whenever appropriate and necessary (Kusnierek, 2015). Language course objectives are commonly defined in relation to the four language skills: listening, reading, speaking, and writing. Effective foreign language learning requires the assimilation of all four skills (Kusnierek, 2015). The goal of most foreign language learning is to develop the ability to use appropriate language to communicate and interact with others by extending the range of communicative situations in which learners can perform with focus on meaning without being hindered by attention to linguistic form (Kusnierek, 2015). Role-play allows students to learn effectively in the context of memorable situations and experiences. It places learners in a situation where they are asked to take on different roles and accomplish specific tasks, include problem solving. It offers an opportunity to practice using the right language in the right place, at the right time and in the right context.

Teachers/lecturers can add role-play to their teaching methods in any relevant context. Role-play allows students to become more deeply involved, and thus develop deeper knowledge about an issue. Moreover, role-play allows students to make mistakes in a non-threatening environment, trying out several solutions to realistic problems. Role-play requires little preliminary planning, while also meeting some of the basic principles of the teaching-learning process, such as learner involvement and motivation.

The involvement triggered by role-playing allows participants to create both an emotional and an intellectual attachment to the subject. The teacher is able to match the activity to current circumstances, providing a highly flexible teaching tool. In addition, role-play often creates a sense of community and improves team spirit within a class. At first glance, the method might appear threatening to some students as it exposes

participants and their problem-solving skills. However, once students learn to trust to one another and display a shared commitment to the learning process, the mutual analysis of their performances helps develop a level of companionship difficult to achieve with monological teaching methods such as lectures.

Perhaps the major difficulty of teaching by role-play lies in the potential insecurity of the participants. Some students may react negatively to a situation in which their performance will be discussed and possibly criticized by their peers. Role-playing also takes time; the class discussion of a five-to-ten-minute role-play may extend to several times the duration of the situation itself. But using role-play as a teaching method allows students to learn through several senses, such as hearing, seeing, and feeling. Analyzing and assessing their own performance and that of their fellow students also provides a valuable opportunity to broaden and deepen their perspective.

Based on the background, the researcher interested in examining the impact of role-play by the Economics students of Unirow Tuban that can boost their motivation to learn English language. The results of this study are expected to provide theoretical and practical information with an expectation to be useful input in teaching process, because based on this research the students' can broaden their knowledge about topics being discussed in the role-play, and also support to make teaching learning process success while considering the students' need.

RESEARCH METHODOLOGY

This study applied a qualitative method. According to (Gay, L. R., Mills, G. E., & Airasian, n.d.) qualitative research was the collection, analysis, and interpretation of comprehensive narrative and visual data in order to gain insights into a particular phenomenon of interest. The qualitative research applied a case study approach. (Gay, L. R., Mills, G. E., & Airasian, n.d.) stated that the case study approach, as the type of ethnographic research design, focused on the exploration of phenomenon that occurs within a bounded system. In addition, qualitative research methods because of this study explored the impacts of role-play by the Economics students of Unirow Tuban that can boost their motivation to learn English language. This study selected the participants by purposive sampling, from two classes in second year or fourth semester of Economics students at Unirow Tuban, to find out the impact of role-play that can boost their motivation to learn English language by interviewing the students.

The instruments of this study employed some instruments to facilitated this research. The first one is the researcher herself as the main instruments to collected data of observation and interview. And other helpful instruments were observation note, interview guideline. The collected data mainly analyze about the impact of role-play that can boost the motivation to learn English language, by collecting data from observation, interview, and archives. Then analyzing all the data by using coding and the last is presenting data (Gay, L. R., Mills, G. E., & Airasian, n.d.).

FINDINGS AND DISCUSSION

FINDINGS

This finding concern with the aspect of the impact of role play for the Economics students.

The impact of role-play for the Economics students

In this section the researcher describes about the impact of role-play for the Economics students.

- a. Allows students to become more deeply involved and develop deeper knowledge about an issue.

Based on the researcher observation and students interview from ten students from two classes, the researcher, find out some reasons.

Same with opinion from student stated that,

- *“hal yang menarik di role play itu mam ada banyak pengetahuan yang bisa di pake kalau lagi praktek peran, misalnya kita bisa improvisasi lebih dalam terhadap peran tersebut mam”(R.W, June 12, 2022)*
- *“interesting things in the role play mam there are many extras knowledge that we can add while role playing, for example we can improvise mam ”(R.W, June 12, 2022)*
- *The interesting thing in role-play, there are some additional knowledge can be used in role-playing, for example we can improvise.*

From R.W statement we can said that how role-play make a student interested to practice it because in role-play they can improvise a lot toward the role, to support what already exist in the text.

And other student said that how role-play can be used for education, with role play student easy to do their activities for one subject because in role-play they can find some knowledge while improvising the role they play.

- *“menurut saya mam faktor utama yang membuat role-play itu menarik karena dapat membuat kita banyak berimprovisasi, selain itu di role play kita bisa mendapatkan pengetahuan baru”(E.N, June 12, 2022)*
- *“ I think mam the main factor that makes role play interesting because it allows us to improvise the role, besides now in role play we can get new knowledge” (E.N, June 12, 2022)*
- *“I think, the main factors make role-play interesting because we can also used our own knowledge about the role we play and for now with role play we can get a new knowledge about something.*

And other statements from B.S. statement.

- *“ role play itu kan memang digunakan untuk memerankan suatu peran pada awalnya, cuma sekarang kita bisa punya kesempatan untuk mengeksplor apa yang akan kita pelajari jadi kita tidak merasa bosan untuk belajar” (B.S, June 12, 2022)*
- *“role-play it was indeed used to role a part at first, just now there are some opportunities so we have not feel bored to study” (B.S, June 12, 2022).*
- *“Role-play was indeed to role a part, but for now we can find opportunities that make us not to be bored to study.*

we can conclude that how role-play was interesting activity because it can add their knowledge about things they have learned, they even can improvise more toward the part that they are going to play that can make students not boring when they used role-play a method to study English in their daily life.

- b. Allows students to make mistakes in a non-threatening environment, trying out several solutions to realistic problems.

Before performing the role-play the students can conduct preliminary planning toward the roles they are playing makes the students enjoy to practice it on their learning.

Opinion from the A.M stated that:

- *“ kalau saya mam yang membuat role play itu menarik karena kita di beri kesempatan untuk berlatih dulu apa yang akan kita perankan jadinya kita tidak takut salah saat mempraktikkan” (A.M, June 12, 2022)*
- *“ for me, that makes the role play interesting because in role play we are given opportunities to practice first so that we are not afraid to make mistakes in practising the role play” (A.M, June 12, 2022)*
- *Role-play is an interesting method because in role play we are given opportunities to practice so that we are not afraid to make mistakes in practising the role play.*

- c. Allows students to create both an emotional and an intellectual attachment to the subject.

Role-play activity allows students to create both an emotional and an intellectual attachment to the subject by being involved in the role they were playing.

- *“ kalau menurut saya mam role play itu membuat emosi dan intelektualitas kita dapat terlibat di dalamnya ketika sedang memerankan suatu peran.” (J.S, June 12, 2022)*
- *“ if I think role play makes our emotional and intellectual insight involve in the role we play” (J.S, June 12, 2022)*

- d. Improves team spirit within class.

At first glance, the method might appear threatening to some students as it exposes participants and their problem-solving skills. However, once students learn to trust one another and display a shared commitment to

the learning process, the mutual analysis of their performances helps develop a level of companionship difficult to achieve with monological teaching methods such as lectures.

- *“ Dengan role play itu bisa meningkatkan kerjasama tim di dalam kelas kami selain mempermudah dalam memahami peran yang akan kita perankan juga membuat kami bisa berdiskusi tentang peran tersebut juga.” (M.F, June 12, 2022)*
- *“with role play it can improves our team spirit besides it makes easier for us to understand the role we are playing and also makes us to discuss more about the role.” (M.F, June 12, 2022)*

Besides role-play as a fun activity to conduct it also improves team spirit within the class.

DISCUSSION

The impact of role play for the Economics students, it gives students a chance to use the language they have practiced in a more creative way, students can improvise; it increases motivation because the chance to imagine different situations adds interest to a lesson; it encourages students to use natural expressions and intonation, as well as gestures because they are acting out a situation, and by doing so students often imagine themselves in different situation and roles when they practice role-play.

Talked about the students to become more deeply involved and develop deeper knowledge about an issue. because role-play can add their knowledge about things they have learned, they even can improvise more toward the part that they are going to play that can make students not boring when they used role-play a method to study English in their daily life.

Besides that, role-play allows students to make mistakes in a non-threatening environment, they feel that they were given opportunities to practice before the performance so that they were not afraid to make mistakes in practising the role play. And they also even learn to trying out several solutions to realistic problems related to the role they are going to play.

Role-play allows students to create both an emotional and an intellectual attachment to the subject. They tend to find a lot information about the role that they are going to play and makes them more involved intellectually toward the role.

At first, this role-play method might appear threatening to some students as it exposes participants and their problem-solving skills. However, once students learn to trust one another and display a shared commitment to the learning process, the mutual analysis of their performances helps develop a level of companionship difficult to achieve with monological teaching methods such as lectures. It will improve their team spirit within class.

The finding above was done with some previous theory. Where the theory is linked with the impacts of role-play in teaching learning process. Such as from (Bowman, 2010) "role play gives students a chance to use the language they have practiced in a more creative way, students improvise; it increases motivation because the chance to imagine different situations adds interest to a lesson; it encourages students to use natural expressions and intonation, as well as gestures because they are acting out a situation, and by doing children even teenagers and adults often imagine themselves in deferent situation and roles when they play games.

(Ladousse, 1997) "role play can encourage students to create their performance as well as possible due to the freedom given to them to make up a dialogue/conversation by themselves. Therefore, most students are motivated to share and express their ideas during the activity.

CONCLUSION

Based on the results and discussion, the researcher draw the conclusions as in the following:

- The impact of role-play for the Economics students are firstly allows students to become more deeply involved and develop deeper knowledge about an issue; secondly allows students to make mistakes in a non-threatening environment, trying out several solutions to realistic problems; thirdly, allows students to create both an emotional and an intellectual attachment to the subject; fourthly, improves team spirit within class.
- The researcher suggests the teachers/lecturers to consider using role-play method in teaching learning process. Because role-play gives students a chance to use the language they have practiced in a more creative way, students can

improvise; it increases motivation too because the chance to imagine different situations adds interest to a lesson; it encourages students to use natural expressions and intonation, as well as gestures because they are acting out a situation, and by doing children even teenagers and adults often imagine themselves in different situation and roles when they play games. It is suggested to the further researchers to conduct another method in teaching to make the students be more enthusiastic and motivate them more to learn English.

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