ROLE PLAY AND SPEAKING ANXIETY: TEACHERS' AND STUDENTS' VIEWS

SKRIPSI

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ROLE PLAY AND SPEAKING ANXIETY: TEACHERS' AND STUDENTS' VIEWS

SKRIPSI

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STATEMENT OF ORIGINALITY

I honestly declare that this *Skripsi* does not contain the work or parts of the work of other people, except those cited in the quotations and the references.

Yogyakarta, 14 June 2021

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ABSTRACT

Goram, S. G. (2021) *Role play and speaking anxiety: Teachers' and students' views* (unpublished undergraduate thesis). Universitas Kristen Duta Wacana, Yogyakarta, Indonesia.

The aims of this study were to investigate the relation between role play activity and students speaking anxiety based on teachers' and students' views. By applying qualitative method, this study was conducted using observation and interview. First, the observation was conducted in order to answer the first research question about the extent of students' participation in role play activity. Furthermore, the observation was conducted thrice in a speaking class which had approximately twenty students and one teacher. Second, the interview was conducted in order to answer the second research question about teachers' and students' view related to role play and its relationship with students' speaking anxiety. Hence, six students from the same speaking class and two teachers who applied role play in class were interviewed and the interview data was analyzed by using thematic analysis. Three themes were acquired from the data collection. First is students' anxiety (feeling nervousness, the fear of failure) negatively affected their roleplay performance. Second is role play created authentic situation to make the students feel less anxious in performing role play. The third is role play preparation in group reduced students fear of failure while performing. In addition, since the present qualitative study topic was rare, a quantitative study in this topic would be suggested to see the quantitative result.

Keywords: Role play, speaking anxiety, teachers' views, students' views

INTISARI

Goram, S. G. (2021) *Role play and speaking anxiety: Teachers' and students' views* (unpublished undergraduate thesis). Universitas Kristen Duta Wacana, Yogyakarta, Indonesia.

Tujuan penelitian ini adalah untuk menyelidiki hubungan antara kegiatan role-play dan kecemasan berbicara mahasiswa berdasarkan pandangan guru dan mahasiswa. Dengan menerapkan metode kualitatif, penelitian ini dilakukan dengan menggunakan observasi dan wawancara. Pertama, observasi dilakukan guna menjawab pertanyaan penelitian pertama tentang sejauh mana partisipasi mahasiswa dalam kegiatan role-play. Selanjutnya, observasi dilakukan tiga kali di kelas Speaking yang memiliki kurang lebih dua puluh mahasiswa dan satu guru. Kedua, wawancara guna menjawab pertanyaan penelitian kedua tentang pandangan guru dan mahasiswa terhadap role-play dan hubungannya dengan kecemasan berbicara mahasiswa. Oleh karena itu, enam mahasiswa dari kelas berbicara yang sama dan dua guru yang menerapkan role-play di kelas telah diwawancarai dan hasil wawancara dianalisis menggunakan thematic analysis. Hasil dari wawancara kemudian dijadikan tiga tema. Tema pertama yaitu kecemasan berbicara mahasiswa memberi pengaruh buruk untuk penampilan role play mereka. Tema kedua yaitu situasi autentik membantu mahasiswa mengatasi kecemasan mereka. Tema ketiga yaitu persiapan dalam grup membantu mahasiswa mengurangi perasaan gagal mereka Ketika melakukan role play. Selain itu, karena studi kualitatif ini jarang terjadi, sebuah studi kuantitatif tentang topik ini sangat disarankan untuk melihat bagaimana hasil kuantitatifnya.

Kata kunci*:* Role play*, kecemasan berbicara, pandangan guru, pandangan mahasiswa*

CHAPTER I

INTRODUCTION

These are the four subheadings that will be discussed in this chapter namely, research background, research questions, research objectives, and research benefits

1. Research background

As Oroujlou & Vahedi (2011) pointed out that English language is an important instrument in every work field in the world, it can be said that English is the language that is used as the international language for communicating. Communication becomes more effective if the person can deliver their thoughts with the other (Ahmad, 2016; Ahmed, 2015). In this era, the students are required to have communication skills. However, there are many students who still feel shy to speak especially when it comes to speaking English in front of the class (Fitriati & Jannah, 2016). The students might have unwillingness or compulsion to speak in front of the class. Khusnia (2017) stated that the students are underestimating their speaking ability and they are afraid to perform poorly, and this leads to speaking anxiety. Speaking anxiety is related to psychological and emotional states where the students feel anxious to interact because they have negative self-concept (Khusnia, 2017). In the Indonesian context, speaking anxiety has become a crucial issue for students in since English is not their first language (Katemba, 2013). According to the study of speaking anxiety by Rachmawati and Jurianto (2020), Indonesian students tend feel uncomfortable in speaking English. They are afraid of receiving negative evaluation from their peers. Because of that, many Indonesian students feel less confident in showing speaking performance and the unconfident feeling leads them to poor communication. For those reasons, the communication development is required in lessening students' speaking anxiety to help the students in managing their anxiety

feeling when communicating. Moreover, there are so many speaking activities to develop communication skill that people recommend and one of them is role play. Role play is one of the effective activities to support speaking activities because it gives opportunity to students to practice communicating in various social contexts and different roles (Fadilah, 2016). Role playing also prepares the students to understand more about social situations since it involves the students to act or pretend as someone else in the actual situation (Umam, 2011). Another implication of role play is students' activeness in participating and creating their own story lines or real-life scenarios (Buu & Thi, 2017). By participating in the activity, students also get the opportunity to create their way of interaction and make improvisation by their own. By applying role play in class, teachers can give students in-depth understanding about how to be successful in delivering the message through speaking. This could help students to lessen their anxious feeling when speaking in English. A study of role plays by Eppendi (2016) in the Indonesian context found that most of Indonesian students who participated in role play activity have high achievement in vocabulary, and language fluency aspects. It means that role play can be considered an effective activity to improve students' speaking skills. Furthermore, investigating role play and its relation with speaking anxiety can give more insight about to what extent role play can be beneficial in overcoming speaking anxiety.

There are several studies of role play and its effects on students speaking performance in Indonesian context that employed quantitative method (Gusmuliana et al., 2021; Rahmatillah, 2019; Rajeswaran, 2019). These studies showed the differences between students' achievements before and after they participated in role play activity. Many of the students gained high achievement in speaking performance after they participated in role play. Furthermore, the quantitative studies of speaking anxiety in Indonesian EFL context have been conducted by many researchers (Daud et al., 2019; Male, 2018; Sutarsyah, 2017). The studies found out that anxiety is clearly an issue in debilitating speaking English performance for some students. Therefore, these

speaking anxiety issue show various impacts toward students' speaking performance. It can be said that this issue is important to be discussed. Nevertheless, as the study of speaking anxiety and its relationship with roleplay might have not been conducted yet in Indonesian context, it is important to find the relation between speaking anxiety and the use of role play activity in class. Therefore, investigating the study with qualitative method could be worthwhile in understanding in-depth perspectives of the participants.

In Indonesia, English Language has penetrated educational system and it is included in the curriculum for higher education (Riadi, 2019). It is obligatory for Indonesian students to learn and understand English. They are expected to improve the four skills of English especially speaking skills, owing the fact that it helps them to communicate with the people around the world. Yet, most of the Indonesian students still feel the fear of failure, fear of negative evaluation, and have unconfident feeling (Mukminin et al., 2015). These students find it hard to express a message in front of the eyes of many people (Wahyuningsih & Afandi, 2020). The same cases also can be happening to English Language Education Department (ELED) students. In Indonesia, many ELED students still feel anxious when speaking English in front of people (Fitriah & Muna, 2019; Mitha et al., 2019; Putri & Marlina, 2019; Tridinanti, 2018). Because of this reason, the ELED students in Indonesia can be the important participants to be involved in the study of role play and speaking anxiety. Furthermore, ELED students have speaking classes that include role play as its class activity to support the development of speaking skills (Clarita et al., 2020). In addition, the teachers of the ELED students also can be involved as the participants since the teachers have a big role in organizing effective and efficient speaking activities (Xu & Huang, 2010). The teachers might have wide understanding about students' speaking ability and speaking anxiety since they are the activities planner. The teachers who can be involved in the study are the teachers that apply role play in the classroom. They can share their views about the role play activity in class and its relationship with students' speaking anxiety based on the events that are happening.

The views from the teachers can be used as the important consideration to show the relation between students' role play performance and their speaking anxiety. These can be a good reason why ELED teachers' and students' views are important to be investigated.

2.   Research Questions

Considering the rationales of the research, the following research questions are addressed in the present study:

a.   To what extent do students participate in role playing activity in class?

b.   What are students' and teachers' views toward roleplay in relation to speaking anxiety?

3.   Research Objectives

The study intends to investigate:

a.   The extent of the participation of students in role play activity in class.

b.   Teachers' and students' views on role play in relation to speaking anxiety.

4. Research Benefits

By conducting the present study, hopefully it can be beneficial for teachers, students, and other researchers:

a.   Teachers

By knowing the views of the students, the teachers can identify whether the views of the students toward role play have any effect on their speaking anxiety. Teachers can build their awareness about students' speaking anxiety when they are performing

roleplay in classroom. Thus, teachers can consider the use of role play activity in speaking classroom from the result of the present study. Furthermore, teachers can help the students to find the useful strategy to use in accommodating students with speaking anxiety.

b. Students

By knowing the other students' views toward role play and the relation with speaking anxiety, students can understand more on the strategies which they can do to overcome speaking anxiety. Furthermore, the students might feel that other students also experience the same struggles, and it might make them feel less pressure.

c. Researchers

The information in the present study might give more insight about the topic from the in-depth perspectives of teachers and students since it applied qualitative method. Furthermore, many quantitative studies related to this topic have been conducted and easy to be found, for examples, Daud et al. (2019), Gusmuliana et al. (2021), Male (2018), Rahmatillah (2019), Rajeswaran (2019), Sutarsyah (2017). In contrast with that, the qualitative studies of the related topic are still rare and the present study which uses qualitative method can enrich the collection of qualitative study on the topic of role play and its relationship with speaking anxiety.

Since the participants of the present research are ELED teachers and students, this can become a way to understand different views by different roles. ELED students are hoped to speak fluently yet there are still many of them who find it hard to speak because of their anxiety (Fitriah & Muna, 2019). Therefore, it is beneficial to know their perspectives of the speaking activity and its relation to their speaking anxiety. Additionaly, ELED teachers can share their opinions about the extent of students' speaking anxiety in affecting their performance.

CHAPTER V

CONCLUSION

This section consists of summary, implications and contributions, limitations, and future studies.

1.   Summary

Two main goals of this research were to investigate how students and teachers viewed roleplay and its relation to speaking anxiety. Based on those purposes, observation and interviews were conducted. Through the observation, the study found that not all the students were willing to voluntarily participate in the role play activity, only a small number of the students who were willing to participate in the role play activity. Through the interviews, the study found three themes. The first was that the teachers and the students viewed students speaking anxiety such as fear of failure, nervousness, and fear of negative evaluation affected students role play performance in a negative way. The second was that both of the teachers and the students said that the authentic situation in roleplay helped the students to feel less anxious. The last was that the teachers and the students viewed roleplay preparation in group could be used to reduce students' fear of failure.

2.   Implications and contributions

This research has several implications. Firstly, in applying the role play as the class activity through online meeting as the present study found, students might not participate voluntarily in the activity. Teachers need to prepare other class activities as the alternative plans to engage the students in class activity for example playing online games, having fun talk show, and creating show and tell activity. Secondly, the

materials that were delivered in the class should be related to students' real-life situation in order to help the students to develop their social skills and to let the students embrace the feel of familiarity to lessen their fear of negative evaluation. Lastly, because students often feel afraid in making mistakes, teachers can help them in lessening their fear of failure by allowing them to have group preparation. The purpose of the preparation is to develop students' readiness when participating in the class activity. Hence, it can improve their awareness of friends support and make them feel more prepared. Because of these reasons, students can feel comfortable when involving themselves in speaking activities.

Additionally, this qualitative method study had its contribution to the study about role play and its relationship with speaking anxiety. This study provided in-depth perspectives of teachers and students based on the role play activity in online classroom and the relation to students' speaking anxiety. It can be used as a reference for future studies that have same topic or related with the activity in online classroom and speaking anxiety. Secondly, the participants of this study were from speaking class in Indonesia which applied role play activity in every meeting. This can be a resourceful reference because there were some unique results from this study for example, although the class applied role play in every meeting, the students still felt anxious when they were performing. Lastly, this study might be the first qualitative study about teachers and students' view about role play and its relationship with speaking anxiety in Indonesian context that were conducted in online speaking class and it can be an example of reference for the topic of role play and the relation with speaking anxiety.

3.   Limitations

Despite the implications and contributions, this research has several limitations. Firstly, in collecting the data for this research, the observations were conducted

through teleconference because of the pandemic. In the teleconference meeting, many students did not open their camera and I did not really receive all the observation data that were expected, for example, observing their facial expression. Second, this study was conducted within a limited time frame and might lack more in-depth information needed, for example, the physical gestures and expressions analysis of the students. Furthermore, the result of this qualitative research cannot be generalized because it might be not applicable in different contexts.

4.   Future studies

There are some recommendations for future studies that can be conducted based on the results and the limitations of this study. Firstly, as the study of role play and its relationship with speaking in Indonesian context are rare, it is important to conduct research on this topic using quantitative methods to enrich the understanding of quantitative study of this topic. Secondly, some excerpts of this study showed that some participants were afraid to make wrong pronunciation and it can lead them to speaking anxiety. Regarding this, it is recommended for further studies to investigate how certain activity can be used in order to deal with students' fear of making wrong pronunciation.

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