



Using Role-Play And Discord Media To Teach Speaking For EsL Students

Renaldy Sepbrio Pramudya^{1*}, Sumani¹, Fitra Pinandhita¹

¹Universitas PGRI Madiun, Indonesia

*Corresponding Author: renaldy_2002109001@mhs.unipma.ac.id

Article Info

Article history:

Received July 8, 2024

Revised July 20, 2024

Accepted July 31, 2024

Keywords:

Roleplay;

Discord Media;

Teaching Speaking Skill

ABSTRACT

This research aimed to describe the use of roleplay and Discord media in teaching speaking skills to ESL students, to identify the problems that teachers and students encountered when using these media and the way to solve the problem. A qualitative method was used, with descriptive qualitative research methods. The population in this study was 25 students. The sample of this study is 12 students taken from 6 groups in reading learning with "the power of two" method. The focus of the research provided an understanding of how roleplay and Discord media were implemented for teaching speaking, also identified some problems that teachers and students encountered, and the problems were found easily solvable. The result of this study shows that the teacher already does the teaching by following the lesson plan such as explaining the purpose of the learning, making server, invite students into the server, and start the lesson. The problem that teacher and students faced mostly are external factors problem, so the problem does not come from the media, but it comes from the students, device, and other external factors, those problems are lost connection, run out of internet data, easily get bored, low-quality audio, external distraction, and forced closed. The students already know how to solve the problem such as restarting the mobile data or changing to Wi-Fi to get better signal, wearing earphone to get better audio, only open discord to prevent forced closed.



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1. INTRODUCTION

Speaking is considered as one of English basic skills that is important to improve. English speaking skill refers to the ability to communicate effectively and fluently in the English language. It involves the proficiency in expressing thought, ideas, opinion, and information in spoken English, as well as understanding and responding appropriately to verbal communication from others. According to Rao (2019) Proficiency in speaking is crucial among the four language skills for effective global communication.

Developing English speaking skills requires practice and exposure to the language in real-life situations. It involves actively engaging in conversations, participating in discussions, giving presentations, and developing the ability to express thought and ideas coherently. Ruzmetova (2022) said that by participating in immersive role-playing games in a foreign language, it can assist students in resolving real-life issues while also finding pleasure in the role-playing process. The Role-play teaching method can be used to give experience of real-life situations to the students. It also makes students more enthusiastic when using this method.

Roleplay is an educational or recreational activity in which participants act out or simulate characters or situations. It involves pretending to be someone else (often fictional characters or personas) and engaging in interactions or scenarios that mimic real-life situations. Roleplay is commonly used in education, training, therapy, and entertainment to enhance learning, problem-solving skills, empathy, and social interaction abilities. According to Pinatih (2021) Through role-playing, students develop a practical understanding of real-life scenarios, gaining insights that reflect broader aspects of life. Ultimately, role-play fosters positive habits among students, helping them navigate social situations and learn appropriate behaviours.

There are 3 objectives in this article: 1) To describe how to use discord as media of roleplay method to teaching speaking. 2) To describe the problems that teachers and students face in teaching speaking using roleplay

and discord media. 3) To describe the way to solve the problems of teaching speaking using roleplay and discord media.

2. RESEARCH METHOD

The setting of this study was SMAN 1 Jiwan. It is a Senior High School which located in Jalan Dandang Gendis, Teguhan, Jiwan Sub-District, Madiun Regency, East Java. To determine the participant of this study, the researcher used a purposive sampling in order to make it easier to get the data. By using purposeful sampling, according to Creswell (2012) this indicates that the researcher chooses specific people and locations to investigate because they can intentionally contribute to the comprehension of the research problem and the main subject of the study. The participants of the study are students of SMA N 1 Jiwan in class XA who were considered have interest in social media and have knowledge of technology.

Documents are one of the data sources. Documents in a research context refer to various types of writing, notes, or recordings used to document and support research results. According to Morgan (2022) Novice researchers may find using documents advantageous due to requiring less preparation compared to conducting field research, which involves traveling to sites for interviews and observations. In research, documents are important because they form the basis of information, references, and evidence that support research arguments or findings. Studying and managing these documents is an important part of a systematic and well-documented research process. In this research the document includes observation checklist, filed note, interview transcript, and photograph.

To obtain the data, the Researcher uses 3 techniques of collection data. Since the study is a case study, the Researcher uses Observation, Interview, and Documentation technique as the primary technique.

3. RESULTS AND ANALYSIS

SMAN 1 Jiwan is a high school, situated on Jl. Dandang Gendhis in Teguhan, Jiwan District, Madiun Regency. This high school has a small number of students, including class X. There are classes A, B, and C. In Class XI, there are two classes: A and B. Class XII only has two classes, namely A and B.

3.1. The Use of Roleplay and Discord Media

The procedure to use roleplay and discord media based on the researcher observation and interview described bellow:

1. The first steps, the teacher explaining the main topic of learning that day. Following by explaining the meaning of roleplay and discord media, then teacher explain how to use roleplay and discord media to the students.
2. The second steps, the teacher ask students to download discord and invite them into the server that already made.
3. The third steps, the teacher divide the students into groups of two students and giving each group a theme for roleplay.
4. The fourth steps the teacher and students each group join voice channel that already prepared to starting roleplay.
5. The fifth steps, the teacher acts as passive listener, and then reviews each group after their roleplay is done.

This step of using discord also supported by Odinkaya et al (2021) that focus on enchancing vocabulary by using discord. But in this arthicle, it focus on using dicord to teach speaking.

3.2. The Problem of Roleplay and Discord Media and The Way To Solve It

By the teacher and student explanation on the second and third problems based on the observation and interview. does not come from the media but it comes from the external factor.

1. Lost Connection

For the first problem has been classified as an external error, it is because the problem source is coming from external object. Some of the students' houses are close to the train track. As their statement said every time the train crosses, they lost their connection for few seconds and need to reactive the internet to get good signal.

Based on their statement that they lost their connection every time the train across their house. It can be solved by going as far as they can from the train track. They can do online classes in one of their classmates' houses. It has more advantages than doing class alone, they can discuss the learning with their classmates.

2. Run Out of Internet Data

For the second problem has been classified as student error, it is because the source of problem is the student readiness. Because the teacher already explained that their class will be an online class. That is why the student should be ready for everting such as checking their internet data.

Internet data is self-responsibility to make sure the internet data is more than enough to do online classes. Students must check their data every time the teacher said the class will be online. By doing that they will be more aware of their needs.

3. Easily Get Bored

For the third problem has been classified as teacher error. It is because the teacher should make the class become more interactive, so the student does not get bored. But the students get bored when they stay in the waiting room, when they need to wait for their turn to do the roleplay. This statement also supported by Pawlak et al (2020) statement that there are multiple reasons why students experience boredom, including how they perceive time, the absence of stimulating activities, the repetitive nature of tasks, disinterest in participating in classroom activities, and behaviors not related to class content.

The teacher needs to make sure their students are still focusing on the learning. It can be done by adding a bot to the waiting room. This bot can answer every question that the student asked, and this bot can play music as the student request. They can sing together while they wait. Singing in English also enhance student speaking. By doing that it can make students less bored while they wait for their turn to do roleplay.

4. Low Quality Audio

For the fourth problem has been classified as external error. It is because the source of the problem comes from the device problem. Some of the students' devices have problems with the audio, but the students solve this problem by using earphones or headset, so the audio they get is better than using phone audio.

As student awareness for their device problem. More wisely if they wear their earphones or headset before the class started. So, they do not need to search for earphones or headset. As an English proverb "Better safe than sorry".

5. External Distraction

For the Fifth problem has been classified as student error. It is because the students get easily distracted. The students get distracted when they need to wait for their turn to do roleplay. What they need to do before their turn is practice their roleplay, but they got easily distracted when they open their social media.

This problem comes from boredom, it is the same as the third problem. But this problem comes from the student that is already addicted to social media. This statement supported also by Simsek et al (2019) When comparing addiction levels between high school students and university students, it is proven that high school students exhibit a significantly higher level of social media addiction compared to university students. This problem needs to be solved not by the teacher but by the student itself. The student can practice so they are not distracted by social media.

6. Forced Closed

For the sixth problem has been classified as external error. It is because the source of the problem comes from the device problem. Some devices have small capacity for using apps. So, if the student opens too many apps at one time, it will make the device work harder. It will make some apps broken and forced to close by the system. This result also supported by Gong et al (2024). The way to solve this problem is only open discord without opening other apps.

This problem comes from the device ability. Students need to understand their device ability to how much it can bear a program in one way. This problem can be solved by closing all apps except the discord. By doing that the storage of device will focus only on discord.

4. CONCLUSION

This research focus on the use of media, the problem that teacher and students faced when using the media, and the way to solve the problem that teacher and students face when using the media. The result of this study shows that the teacher already doing the teaching by following the lesson plan that is. The Problem that teacher and students faced mostly are external factors problem, so the problem does not come from the media, but it come from the students, device, and other external factors, those problem are lost connection, run out if internet data, easily get

bored, low-quality audio, external distraction, and forced closed. The students already know how to solve the problem such as restarting the mobile data or changing to Wi-Fi to get better signal, wearing earphone to get better audio, only open discord to prevent forced closed.

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