THE USE OF WHATSAPP VIDEO CALLS IN TEACHING SPEAKING USING ROLE PLAY ACTIVITY

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Abstract: The present study is aimed at observing the teacher's way of implementing WhatsApp video calls in teaching speaking using role-play activities and investigating the students' perceptions of the use of WhatsApp video calls in teaching speaking using role-play to improve speaking skills. The present study uses a qualitative case study. Research instruments consist of online classroom observation, interviews, and questionnaires. The sample of the present study involved fourteen students in grade eight and one English teacher at an Islamic junior high school in Tasikmalaya as a sample in this research. Thus, the use of WhatsApp video calls in teaching speaking by role-play activity is beneficial to improving students' English performance. The students' perceptions of the use of WhatsApp video call in teaching speaking using role-play activity to improve speaking skills showed that the students consider it an attractive learning activity, positive activity, and it is easy to use. Based on the findings, it is recommended for English teachers to apply technology such as WhatsApp and role-play techniques, especially in teaching speaking so that the student's speaking performance can improve.

Keywords: *WhatsApp, Speaking, Role Play*

INTRODUCTION

Technological development in the world of education influences the learning process, especially in English. This is because technology has become a way of transferring knowledge. Mobile technology can help teachers find innovative ways to develop learners' language or skills. Kukulska-Hulme, et al. (2012), identified "the practice of mobile technology in language learning, particularly if the portability of the device gives specific advantages" (p. 6). The ability and convenience of mobile devices in this digital era have attracted people's attention to implementing them in the education system. Mobile technology allows English to be taught in different ways. Students can use tools that help them engage with learning beyond just reading and writing but also speaking. Mobile-assisted language learning (MALL) is the use of cellular technology in language learning, especially in situations where device portability offers certain advantages.

During Covid-19, especially in Indonesia, which is increasing, all activities can be carried out online from home. Therefore, the researcher chooses simple media that could be done in online or offline learning and was available on every mobile phone and like by students, namely WhatsApp video calls. It is as an alternative to help students reduce speaking anxiety and help students to improve their speaking skills. Cetinkaya (2017) states that there are a lot of instant messaging applications that can run on mobile devices. It seems that the WhatsApp application is one of the most favored mobile-based applications (p. 60). The WhatsApp video call is one of the features that can support the teachers and students in the teaching and learning activity that will make a positive contribution to their speaking skills. Educators can take advantage of these opportunities to become strategies or methods for improving the learning process.

Speaking is the verbal use of language to communicate with others. Speaking is concerning putting the ideas into words about perception, feeling, and intention to make the other people grasp the message that is conveyed. It can also be said that speaking is people's ability in expressing their idea to other people. According to Luoma (2004, p. 9), speaking is a process of creating meaning through producing, receiving, and processing information.

Speaking skill is the most important ability to learn English well. As Fulcher (2003, p. 22), state speaking is an ability that is taken for granted, learned as it is through a process of socialization through communicating. Referring to Richard (2002), speaking is considered as a difficult language for foreign language learners since it requires an ability of effective oral communication in social interaction.

According to Brown (2004), "role-play is a popular pedagogical activity which is used in communicative language teaching classes. It makes students creative in their linguistic output" (p. 174). Role-play is one of the activities of education which is used in a foreign language class to make the students more creative in their language. "Role play is an important technique in teaching speaking which can be used by teachers. Whether in social contexts or social roles, it allows students to practice in communicating" (Clarita et al., n.d., 2020, p. 44).

Role-play provides the opportunity for students to develop and revise their understanding and perspectives by exploring the thoughts and feelings of characters in given situations (Syam, 2020, p. 7). Furthermore, the use of WhatsApp video calls in teaching speaking by role-play activity can improve language awareness, in this technology era, WhatsApp has changed conventional methods. This goal was considered best met through the use of WhatsApp video calls as it involves both teacher and students in developing students speaking skills. The researcher focuses on the use of WhatsApp video call in teaching speaking by role-play activity.

In reality, most students of the eighth grade in Islamic religion-based junior high school still have difficulties in speaking English. Sometimes students rarely get the opportunity to communicate in English with other students and share ideas in class because students are too shy and afraid to engage in conversation. Another problem that arises in speaking is in terms of pronunciation and vocabulary, they also appear to lack confidence and motivation to complete tasks with their respective abilities. They tend to be passive and only listen to their teacher. This of course shows that their level of learning independence is also not good.

One study claimed that using mobile tools in learning, is also known as an informal kind of learning (Trentin & Repetto, 2013, p. 98). It provides a relaxing and handy online activity to students. Thus, the usage of the smartphone and WhatsApp have widely spread. According to Han & Keskin (2009), there is a rising request for smartphones among youngsters (p. 98). Meanwhile, La Hanisi, et al. (2018) claim that the education activity will be easy, fun, and useful.with the

integration of WhatsApp. Overall, many studies have demonstrated that WhatsApp has been widely used by individuals because of its ease to use in communication purposes and where learning resources can be accessed anytime, anywhere, and in any feature, one of which is a video call.

This study has two research questions such as "how does the teacher implement WhatsApp video call in teaching speaking by role-play activity?" and "what are students' perceptions on the use of WhatsApp video calls in teaching speaking by role-play activity to improve speaking skills?" The purposes of this study are to observe the teacher's way in implement WhatsApp video call in teaching speaking by role play activity, to investigate the students' perceptions on the use of WhatsApp video call in teaching speaking by role play activity to improve speaking skills.

METHOD

This study was conducted using a qualitative case study because it carried out detailed information about teacher and students' activities in the teaching and learning process. Referring to Gerring (2007, p.10), traditionally, the case study has been associated with qualitative methods of analysis. The population of this study was a teacher and the eighth-grade students consisting of 14 students in one of Islamic religion-based junior high schools. In selecting the sample, the researcher used purposive sampling because this research is based on the teacher consideration in the school. This study was conducted in one of Islamic religion-based junior high school in Tasikmalaya which implement the use of WhatsApp video call in teaching speaking by role play activity. The researcher used three instruments as the data collecting techniques, observation, interview, and questionnaire in conducting the study. The data analysis used by the researcher was coding and summarizing.

FINDING AND DISCUSSION

Findings

This part explained the results of the study after the data from online classroom observation, semi-structured interviews, and close-ended questionnaires were obtained. In this case, the researcher acted as a non-participant observer, semi-structured interview, and close-ended questionnaire were also chosen as the research instrument in this research. The online classroom observation was conducted three times. It was carried out on March 17th, 24th, and 31st 2021 in the first session in one of the eighth grade of Islamic religion-based junior high schools in Tasikmalaya which consisted of fourteen students. In the last meeting, the researcher conducted a semi-structured interview. The data from online classroom observations were expected to answer research question number one. Question number one is "How does the teacher implement WhatsApp video call in teaching speaking by role-play activity?" The data from the semi-structured interview were expected to answer research question number one to get more detailed information. The data from the close-ended questionnaire was expected to answer research question number two. The question is "What are students' perceptions on the use of WhatsApp video call in teaching speaking by role-play activity to improve speaking skills?" After finishing the online observation activities, the researcher analyzes the data from the observation checklist that has been conducted, it is aimed to answer the first research question to get the information. The researcher transcribed the data from the observation checklist to make it easier for the researcher to analyze. At the same time, the researcher made a coding process.

The first classroom observation has been conducted on March 17th, 2021. For the first time, the teacher greets and checks students' attendance as the teacher usually did in the early stage of the activity. Then the teacher informed the students that they will learn about role-playing in a conversation activity. The teacher motivated the students to have self-confidence when performing role-playing in a conversation activity. The teacher also gave other tips to do role-playing in a conversation activity like comprehending the conversation, memorizing the conversation, and having good pronunciations. To enable students to communicate, the students need to apply the language in real context or real daily activities. Therefore, learning by role-playing in a conversation activity is appropriate so that students learn in groups and discuss with their friends so that they will feel easier to improve their speaking skills. At this time, the teacher wanted to see the students' performance to perform conversation based on material from the situation given. The teacher divides students into several groups.

After that, the teacher invited several group students to show their role-playing abilities in a conversation and the teacher also asked other students to give attention to their friend's performance. After the two groups finished their conversation, the teacher gave feedback on the learning process. This activity was aimed to make the students more understand about the material role-playing in a conversation activity based on students' experiences that have happened in the past, the teacher gave some advice for students for better performance, the teacher gave the support for students to do their best. Several groups have not performed because the learning time this week is over, the teacher gives assignments to students who have not performed to display their speaking skills in their conversation the following week. In addition, the teacher gave motivation for students to practice the conversation activity at home. Because with student's conversation activity it can improve their speaking skills. In the end, the teacher closed the lesson.

The second online classroom observation was conducted on March 24th, 2021. For this week, the teacher used a practical WhatsApp video call in teaching speaking by role-play activity. The activities did in the second online classroom observation were similar to the previous observation, which was about role-playing in a conversation based on students' experiences that have happened in the past. Because the second observation was done online, the teacher used a WhatsApp group to give some information about how to do learning this week.

As usual, the teacher greeted the students as the teacher usually did in an early stage of the activity and checked students' attendance in Google Form. After that, the teacher gave the students a direction about today's activity. After all of the students fill out the Google Attendance Form, the teacher continues into the next activities. The third group performed role-playing in a conversation activity based on students' experiences that have happened in the past as the previous week. The group members seemed more enjoyable than last week. The students mastered the conversation and did it well. Then the last group invites the teacher to a WhatsApp group video call and the group performs does role-playing in a conversation activity based on students' experiences that have happened in the past as the previous group. In the last group seem their faced some difficulties like forgot the text, etc. but, they improved it as quickly as possible.

After all of the group finished their performed role-playing in a conversation activity based on students' experiences that have happened in the past, the teacher gave feedback toward the learning process. This activity was aimed to make the students more understand the material role-playing in conversation activity, the teacher gave some advice to students for better performance, the teacher gave the support for students to do their best. The teacher also gave an appreciation to all students who join that class activity this week.

Many students enjoyed the activity in teaching speaking the use of WhatsApp video call by role-play activity. All performers also perform their best effort. They look more confident, enjoy and understand the conversation although some students prefer to learn face to face. The teacher told the next material to the students for their preparation in the next meeting. In the end, the teacher closed the lesson.

The last online classroom observation was conducted on March 31st, 2021. Teaching and learning activity this week still used practical WhatsApp video call in teaching speaking by role-play activity. The activities did in the last online classroom observation were similar to the previous observation, which were about role-playing in a conversation and talking about hobbies in English. The teacher used a WhatsApp group to give some information about how to do learning this week. As usual, the teacher greeted the students as the teacher usually did in an early stage of the activity and checked students' attendance in Google Form. After that, the teacher gave the students a direction about today's activity. At the beginning of the activity, the teacher sent a video about talking about hobbies in English to WhatsApp group have made before and gave an example file about talking about hobbies in English. Based on the information from the teacher out of this activity, the students were prepared some materials and memorized them for their performance. After that, the teacher asked the students to tell the results of the discussion by using a WhatsApp video call with notes that all group members can share to tell the result and sent it to the WhatsApp group.

After all, students acted in a role-playing conversation, the teacher allowed them to deliver their opinion about the activity today. Most of the students agree that it was not easy teaching speaking by online activity but they tried to enjoy during their performance. Self-confidence becomes the most important to being a good speaker. Then, the teacher gave feedback on the learning process, the teacher concluded the materials. In the end, the teacher closed the lesson.

Relating to the activity above, the researcher concluded that there are some important points from the first until the last of observation. Firstly, the students were enjoying in teaching speaking used WhatsApp video call by role-play activity. The students enjoyed performing their speaking ability with conversation activity. Secondly, WhatsApp video calls gave students more opportunities to practice English. The material of role-playing in a conversation by WhatsApp video call was design to improve students speaking skills; automatically the students get more practice time than the ordinary class. Finally, the use of WhatsApp video call in teaching speaking by role-play activity builds the confidence of students with customizing students to perform their speaking skills. According to Riyanto (2013), "the use of WhatsApp in language learning should be aimed to encourage students in learning the lesson, especially in speaking English" (p. 155). The facts above showed that teaching English about role-playing in a conversation give a positive effect to improve their speaking skills.

The interviews were conducted on March 31st, 2021. Interviews are expected to answer research question number one to obtain more detailed information. The researcher conducted interviews to collect data from the teacher using a sound recorder. The interview consisted of five questions. Based on the data collected through interviews, the researcher concluded that the use of WhatsApp video call in teaching speaking by role-play activity is a positive and interesting way to improve students' speaking skills. In addition, it also revealed that the type of this media WhatsApp video call used by the teacher in teaching speaking were fluency and accuracy activities, mechanical practice, communicative practice (conversation activity). However, conversation activity is mostly used because conversation activity is very important in improving

students' oral performance. It is hoped that students can improve their speaking skills well and maximally even though it is done online. In conclusion, the teacher implements the use of WhatsApp video call in teaching speaking by role-play activity is quite efficient in increasing student's activity to talk role-play with other friends so that it makes the students confidence even if only a little and to motivate them in learning speaking.

In this section, to answer the second research question concerning "*How do the students' perception of the use of WhatsApp video calls in teaching speaking by role-play activity improve speaking skills?*" The researcher gave a questionnaire to collect the data to the 14 students by using a brief rating scales questionnaire such as YES and NO. The data of the questionnaire can be seen in the table below:

Table 1. The result of the students' responses to the questionnaire

No	Statement	Response	
		Yes	No
1	Learning to speak English via WhatsApp video call by role play activity is an attractive learning activity	64.29%	35.71%
2	Learning to speak English via WhatsApp video call by role play activity is a positive activity	100%	0%
3	WhatsApp video call was easy to be used	100%	0%
4	WhatsApp video call favored faster knowledge sharing	50%	50%
5	Using WhatsApp video call, helped me to pass any information discussed easily	50%	50%
6	My interaction in WhatsApp video call in teaching speaking by role play activity was understandable	78.56%	21.44%
7	Learning English using WhatsApp video call is convenient for me	64.29%	35.71%
8	It was easy for me to become skillful in discovering information via WhatsApp video call	50%	50%
9	WhatsApp video call in teaching speaking by role play activity can improve my speaking skill	71.43%	28.57%
10	WhatsApp video call in teaching speaking by role play activity allows me to academically engage with peers and teachers at any time and any place	100%	0%

Adapted from Mistar and Embi (2016, p. 100)

Based on the data collected through the questionnaire in Tabel 1 above, the researcher concluded that the students perceive the use of WhatsApp video call in teaching speaking by role-playing activity to improve speaking skills as a beneficial media and strategy that effected learning activities, students' motivation, and students' interest. It can be seen from their positive response to the online learning activities that by giving interesting media such as WhatsApp video calls as the strategy to make the students better in speaking.

Discussion

The result of this research has different from the previous studies. Some previous studies had analyzed teaching speaking used platforms like WhatsApp application, video conferencing, and role play. However, the researcher tried to analyze with different purposes in identifying the data with the previous studies. According to the research mentioned above, the researcher can conclude that WhatsApp is effective to be used in the teaching and learning process. In this present study, the researcher analyzed and explored more about implementing WhatsApp video calls to the Islamic religion-based junior high school students in teaching speaking by role-playing activity

and the students' perceptions on the use of WhatsApp video calls in teaching speaking by role-play activity.

The online observation is the first instrument used in this study to observe the teacher's way in implement WhatsApp video call in teaching speaking by role-playing activity. Based on the findings, that the implementation of the WhatsApp video call gave students the opportunity more freely express their ideas and opinion in understanding material provided by the teacher in the online learning process. In addition, the students can share the information by using the WhatsApp group at any time and any place.

The interview is the second instrument used in this study to answer research question of number one to get more detailed information. Based on the findings, it can be concluded that WhatsApp video call is a useful tool for providing the students opportunities to speaking practice especially by using role-play activity. By using WhatsApp video call, it can be shared information easy and allow the students for asking help in their quest to learn English at any time and any place.

The questionnaire is the third instrument used in this study to investigate the students' perceptions on the use of WhatsApp video calls in teaching speaking by role-play activity to improve speaking skills. Based on the findings, it can be deduced that the students have positive reactions toward WhatsApp video calls in teaching speaking by role-playing activity, and most of the respondents yes to these items in the questionnaire.

Most of the students felt that learning to speak the English language using WhatsApp video call is an attractive learning activity, positive activity, and WhatsApp video call was easy to be used. The finding supported by La Hanisi, et al. (2018) is that the integration of WhatsApp into their education will be easy, fun, and useful. Thus, this further validates the findings gathered in the observation checklist that the respondents also share similar toward WhatsApp video call in teaching speaking by role-play activity in affecting and improving their speaking skills.

CONCLUSIONS

In this research, the results of the observation, interview, and questionnaire have been any evidence that the use of WhatsApp video call in teaching speaking used role play activity. There are some important points from the first to the last of online classroom observation and interview sessions. From these observations, the use of WhatsApp video call in teaching speaking by role-play activity builds the confidence of students with customizing students to perform their speaking skills. The facts above showed that teaching English about role-playing in a conversation give a positive effect to improve their speaking skills. From the interview, the teacher responds positively and efficiently in teaching speaking by role play activity using WhatsApp video call. Similarly, the questionnaire result shows that students give positive responses.

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