

Learning outcomes through role play by simulating real-life scenarios: English for Information Technology System (ITS) Students

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Abstract

This study aims to investigate learning outcomes through role-play with real-life scenario simulations in English lessons for Information Technology Systems (STI) students at Mbojo Bima University. This study applied a qualitative research method with a descriptive type. The data sampling technique used purposive sampling and the researcher intentionally selected students of first semester. The methods of qualitative data collection most commonly used are document study, observations, semi-structured interviews and focus group discussion. Then, the data was analyzed using the Miles and Huberman model which consisted of data reduction, data presentation and conclusion drawn. The conclusions of this study include students' learning experiences and learning approach. Students' learning experience in this study involved applying real-life contexts, active participation, enhancing confidence, practicing specific grammatical structures and vocabulary related to the scenario. Then, in this research, PBL as a learning approach facilitated students' opportunity to develop their critical thinking in order to connect students' learning experiences in real-life with language competence and skill.

Keywords : *project based learning, bermain peran, kompetensi, keterampilan Bahasa, real life, Sistem Teknologi Informasi*

INTRODUCTION

There is a wide range of English requirements in countries where English is not a native or official language, with 7% of job tasks requiring native-level English, 49% requiring advanced English, 33% requiring intermediate English and 8% requiring basic English (Cambridge English, 2016). Various learning outcomes viewed from industry 5.0 such as improved engagement through immersive technologies, personalized learning paths with AI and ML, enhanced practical skills with VR simulations, real-time feedback and assessment with IoT and access to diverse learning resource via BigData (Supriya et al., 2024). In this regard, teachers and lecturers must be able to create materials that reflect Education for Sustainable Development (ESD) to spur the development of students' brains. The meaning of the word "learning outcomes" refers to the level of mastery attained by students when they learn in accordance with the objectives established (Syakur et al., 2020).

In Bulgaria, learning outcomes approaches are mainly emphasized in relation to acquiring key competences and are integrated in related general subjects (language, numeracy, digital) (Cedefop, 2024). The experience of communicating using

English is certainly very necessary for non-English department students. People involved in language teaching often say that students who really want to learn will succeed whatever the circumstances in which they study (Ahmed, 2015). As a modern educator, who actively incorporates technology, personalized learning approaches, critical thinking skills development, and a focus on student agency into their teaching practices, who actively incorporates technology, personalized learning approaches, critical thinking skills development, and a focus on student agency into their teaching practices. Generation Z and Alpha learners are familiar with sophisticated gadgets and capable of operating them, smartphone for instance, active in social media and fond of doing multitasking activities (Johannes, 2022).

Through learning English, especially for students of Mbojo Bima University with the field of information technology systems, it is expected that it can help acquire information technology system knowledge and apply it in real life on a work project. Role playing can be one of the techniques for learning English and needs in the future. Role-play types were successful in assessing and encouraging

college students to interact and communicate in groups and pairs and to enhance their speaking skill in the target language (Krebt, 2017). Spoken English lesson prepares students with the basic interactive skills such as exchanging greetings, expressing thanks and apologies, making request, seeking information and services and a lot more (Nadwa et al., 2021). There are various digital applications used by English learners in order to assist them in speaking English such as the Smalltalk2me App. However, this sophistication of AI applications has limitations in its capabilities, one of which is the lack of human interaction (Manggiasih et al., 2023).

Productive skills (Speaking and writing skills) need to be supported by receptive skills (reading and listening skills). The first challenge of teaching information technology systems students of Mbojo Bima University is to introduce highly technical words in the subject of their content, which makes reading in this subject daunting and difficult for some of them. Majority of learners have troubles with speaking, especially organizing their ideas in an appropriate way, delivering an oral report in front of an audience (Saliyeva, 2019). While, in fact, problem solving can be through effective communication. Role play as a teaching method provides students with the opportunity to be able to identify real-world situations and with other people's ideas (Trisnawati & Fathoni, 2023). Role-playing activities simulate real-life situations, allowing learners makes improvement in learning English inside and outside the class (Rahmatillah, 2019).

Based on the preliminary observation, mostly students use google translate to create a dialogue for role play activities. They believe that using GT (Google translate) makes translation easier and helpful. It is a free multilingual machine translation service developed by Google, to translate text, speech, images, sites, or real-time video from one language into another (Kartika, 2017). On the one hand, the translation results on google translate can be wrong. As the previous research, the inaccuracy of the meaning of

words in the translation process is the biggest factor that contributes up to 31% of the total factors that users often face in using Google Translate as a translation tool (Brahmana et al., 2020). This shows that the sophistication of the application must be accompanied by the ability to understand a text and context through independent practice outside the classroom.

The stages of English in higher education must be adjusted to the need analysis of the scientific field. However, educators also need to evaluate the learning outcomes whether they still need guidance at the basic level of English or can be continued to the intermediate level. Adventurous learning can be viewed as a dynamic, outdoor, experiential, pedagogical approach that integrates learning across formal in-class school curriculum and through out-of-class extracurricular, real-life activities (Tian & French, 2019). The aspects of English skills that need to be developed by information technology system students include terminology and phrases used in the industry, covering grammar, vocabulary, reading, and listening exercises to equip students with the English language skills valued in IT. Researcher believe that learning English requires a learning approach that reflects contextual activities. Thus, this research investigated information technology system students in English learning outcomes through role play by simulating real-life scenarios.

METHOD

Qualitative research has applied in this study. The core property of this type of research is that it examines the way people make sense out of their own concrete, real-life experiences in their own minds and in their own words and subsequently analyses these understandings in the sense of a behavioral science such as psychology, sociology, politics, education, health sciences or, nowadays, business and management, decision making, or innovation, to give some examples (Cropley, 2023). In implementation research, the sampling technique used by the researcher is purposive sampling. It is the sample selection is based on the researcher's rationale

in terms of being the most informative while criterion sampling selects the sample based on pre-identified factors (Oranga & Matere, 2023). The researcher took two classes of information technology system students of Mbojo Bima University. Some of the most popular techniques for gathering qualitative data in Observations: writing down in-depth field notes what you have observed, heard, or come across (Chinyere & Val, 2023). Qualitative methods encompass three main categories including observations, document reviews, and in-depth interviews in spite of the fact that there are less common ways to gather qualitative data (Taherdoost, 2021). Miles and Huberman (1992) describe the process of qualitative research data analysis as follows.

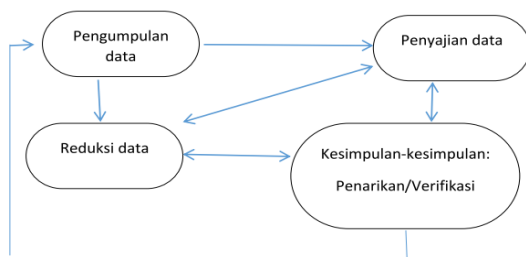


Figure 1. Qualitative Research Data Analysis Process
Source :(Rijali, 2018)

RESULT AND DISCUSSION

The study's findings demonstrate several things, including students' learning

experiences and learning approach. The two classes that have been observed show that optimal learning outcomes need support from lecturers and students related to the material to be provided. In this case, students are indeed diligent in attending class but do not have high enthusiasm to learn English. This is a challenge for lecturer to regulate and train them in something creative and innovative.

The lack of enthusiasm can be in the form of self-distrust to follow instructions. Students who have high learning motivation are indicated by their enthusiasm for following the learning process (Lena et al., 2022). In this study, students are less enthusiastic in participating to learn English. When lecturer asks them to work on assignments, there were only few students who submit it on time. In addition, some students have been advised to create assignments with the help of online or printed dictionaries and are given a long time of about two weeks to do it. The lecturer provided opportunities for students to do their best. They also enjoy working in groups. Hence, Role-playing activities are chosen as one of the teaching techniques that can involve several people in a group with certain topics and settings that can be determined by lecturers and students. Like a screenshot of the video task talking about “How to design software” as follows.



Figure 1. Talking about designing a software with work partners

During the English learning they encountered obstacles as in the following interviews:

X1 (Student AP) : “ Masalah yang saya hadapi yaitu kurang percaya diri karena kosa kata saya kurang dan tidak terbiasa berkomunikasi menggunakan bahasa inggris, tetapi dengan bermain peran saya harus bisa mengatasi masalah ini karena saya susah dalam pengucapan.”

The students in figure 1 show that they are almost ready for the role-play task with the topic that has been determined. Linguistically, they practice new vocabulary (technical terms), learn to make sentences according to grammar, learn how to use language for communication. In line with the interview of student X1, role-play technique serves many advantages that can help to solve students’ problem in speaking (Pinatih, 2021). Students' learning experience in this study involved applying real-life contexts, active participation, enhancing confidence, practicing specific grammatical structures and vocabulary related to the scenario. Each member of the group participates in preparing dialogue materials and developing new ideas about projects in Information Technology System Jobs. Participation enables pupils to communicate freely and without apprehension in authentic settings, enhancing their foreign language acquisition (Henisah et al., 2023).

The approach that is in accordance with the role play used by lecturers is project- based learning (PBL). It emphasizes non-language objectives, such as confidence, sociocultural understanding, intercultural awareness, and communication skills, through social interactions (Tian & French, 2019). The concept of video directed by the lecturer is that students create scenarios as if they are talking about a project. Real life situations and needs offer a great range of forms and kinds of projects on different topics (Supe & Kaupuzs, 2017). In this research, PBL facilitated students’ opportunity to develop their critical thinking in order to connect students’ learning experiences in real-life with language competence and skill.

Students must have a real-situation and scenario point of view (POV). In a role play, students can imitate character and behaviors of someone who is different from yourself, for example application analyst, cyber security analyst, data analyst, data scientist, information systems manager, IT consultant, IT technical support officer, penetration tester, software engineer, systems analyst. They need to feel what it is like to have a meeting in a public place. As usual, informal meetings to talk about a job over lunch or snacks. A positive impact on employees’ health, performance and reduced stress at work if the favorable one-hour lunch break is practiced (Hakro et al., 2021). The screenshot of documentation from several other videos is described as follows. The next student interview is as follows.

Student X2 : “ Kami diminta oleh dosen kami untuk mengerjakan bermain peran di luar ruang kelas karena biasanya dengan berbicara di luar kelas akan lebih rileks dan tenang “



Figure 2. Artificial Intelligence



Figure 3. Working about website

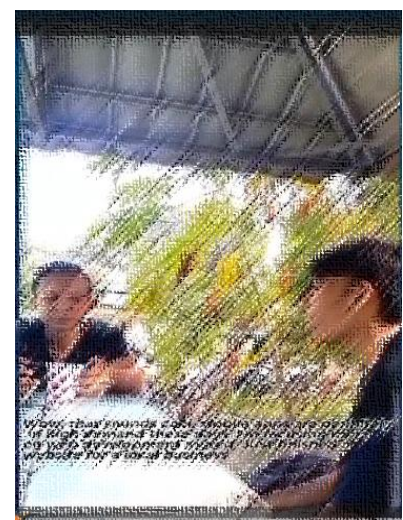


Figure 4. Coding project

Students in Figure 2, 3 and 4 appear to subtend their videos for understanding. However, their shortcomings in performance are found in the choice of setting in role-playing. Incorporating role play outside the classroom without direct control from the teacher or lecturer trains students to independently determine places and situations. However, this requires a high level of awareness from them as learners to ensure that not only the topic is appropriate, but also the way they create an environment that supports role play. It means can be said that creating a pleasant learning environment will have a positive impact on the development of skills, attention, and student participation (Negara, 2021).

Lack of preparation can lead to some problems like self-esteem, low motivation, anxiety, nothing to say during the classes of speaking. Several indicators can influence students in learning English language skill, they are lack of competitive environment for learning English at home is a big barrier in learning English, Parents' lack of awareness about the importance of English in higher education is one of the barriers in learning English, Parents' lack of awareness about the importance of English in higher education is one of the barriers in learning English and so forth (Ahmad, 2015).

Furthermore, According to Osuafor (2017), mentioned that role-play teaching is a technique that has many advantages such as emphasize on students centered, increase students' interest in learning, serves many opportunities to practice the language and their social skill, help students to grow a real-world concept, grow a good habit for students in their social life, learn how to behave in a specific situation. To achieve learning outcomes, incorporating a teaching techniques and approaches are indispensable. Students can work on video making projects in various ways and topics. The difference setting place in role play is not the main indicator of language skills, but can be a supporting factor. In Project Based Learning, we can develop critical thinking skills in producing technical terms

and how to use them in role play with work partners or clients. A project-based learning is a meaningful way to create a student-centered activity and maximize student engagement (Sari, 2020).

CONCLUSION

There are several essential factors that can impact learning outcomes through role play such as students' learning experiences and learning approach. Lecturers have provided students to be creative with new things such as making conversations outside the campus and using new vocabulary related to information technology system at a meeting formal and informal. Students were allowed to actively participate and apply knowledge in a real scenario. Students' learning experience in this study involved applying real-life contexts, active participation, enhancing confidence, practicing specific grammatical structures and vocabulary related to the scenario. In this research, PBL facilitated students' opportunity to develop their critical thinking in order to connect students' learning experiences in real-life with language competence and skill.

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