

Chapter Four

Findings and Discussion

In this chapter, the researcher explains the findings of this study. The findings are the research objectives in the students' perception of activities of role play, students' feeling when doing role play, the difficulties of role play, and also the impact of role play on students' speaking confidence. The findings are found by results of interview gotten from five participants. Besides, the researcher does not mention the name of all participants, but the researcher gives name P1 for participant one, P2 for participant two, P3 for participant three, P4 for participant four, and P5 for participant five. Then, the researcher discusses about the findings of this study.

Activities of role play

In this finding, the researcher found some findings that could answer the research objectives about students' perception on the activities of role play. There were some step activities of role play done by participants. This findings included common used by some lecturers when they taught about role play. The steps were about making group, deciding theme, making script, memorizing script, and performing role play. For detailed information about role play steps, it will be explained in the following paragraphs.

Making Group. First activity done in role play is making group. Based on the interview, the two participants mentioned same activity. Participant one said, "Firstly, we make a group" (P1.1). Then, participant five also stated, "Before it, the lecturer asked us to make a group that there are three members as chief and two employees" (P5.1). So, both of the participants mentioned the same thing related to the first activity of role play in making group.

Based on the finding of the research, it reported that making group was the first step activity of role play that applied by participants. It was the first activity mentioned by

participant one and participant five. Making group was the activity where students were divided into some groups. Based on participant five's interview result, it was known that in a group, there were 3 members that had each character for each member. The group played a role play was made by themselves. Liu and Ding (2009) stated that when the students make role play for research, they would be divided into groups, and each group include three students. It means that Liu and Ding also did making group as one of activities in role play. Richards (2006) also argued that students can practice role play in pairs.

There are some benefits when students did a activity in small group or in pairs. Richards (2006) stated four benefits of grouping the activity. The first, students can learn from their hearing language used by other member of the group. The second, students will produce a greater amount language. The third, students will increase high motivation. The last, they will have the chance to develop fluency.

Deciding theme. The second discovered finding of activities of role play was deciding theme. The participant agreed that deciding theme was to be common activity of role play. The finding was mentioned by one out of five participants. It could be seen from the statement of participant two who said, "We decided the theme" (P1.2).

Based on the finding of the research, it showed that one of activity of role play was deciding theme. This finding was in line with Livingstone as cited Kodotchigova (2002) who said, to begin the role play, the students should choose a situation for a role play and keep in mind their needs and interests. Kodotchigova also argued that the interesting situation can be found if the students choose situation by their own self. Thus, students' will be enjoy doing the role play.

Making script. All of participants mentioned same thing that one of activities of role play was making script. The scenario or cases are from the lecturer in which students can choose one of case. Participant three said, "We have to prepare about the script based on

scenario given by lecturer” (P3.2). In addition, participant three stated, “Before we did role play, we were given scenario such as cases” (P3.1).

After students choose the case, they make a script for role play. Participant one said, “We make the script together” (P1.3). It was also stated by participant two, “Firstly, we are asked to make script” (P2.1). Then, participant five said, “Then, we were asked to make the script” (P5.2).

In process making script, the researcher also found that the participant did consultation with lecturer. Participant four gave the statement that when process making of role play, the participant did consultation with lecturer. Participant four said, “Before I do role play, I do consultation with my lecturer whether the scenario is great or not” (P4.5).

The participants claimed that doing consultation with lecturer was one activity of role play when making script. The aim of the activity was to check whether the scenario is good or not. Based on the statement of the participants, lecturer welcomed the students to have consultation. It might be good strategy of students to make the role play doing well.

From the main idea of the participants’ perception, one of activities in role play was making script. The findings were in line with Kodotchigova (2002) who mentioned that after choosing a context for a role play, the next step is to come up with ideas on how this situation may develop. The way to develop how to come up ideas of the situation was making script. To making script, there are some points that should be there. Subagiyo (2013) stated that script of role play has clear structure, it included theme, plot, setting, and characteristic of actor.

Memorizing the script. One of findings found from interview was memorizing the script as one of activities in role play. Two out of five participants agreed that they should memorize the script. Participant three said, “We should memorize [the script]” (P3.3). Another participant also stated same thing. It was delivered by participant four who said,

“When doing role play, I have dialog with my friends in front of class by memorizing the script” (P4.1).

From the statements mentioned above, it could be concluded that memorizing script was one of activities of role play. In this activity, students should remember the script that they made before doing a role play. When doing role play, they acted based on script that they have remembered before. So, they should remember the script to make role play performance well. Subagyo (2013) stated that one job of actor was analyzing the script, so the actor can act well. Also, the actor does not need to just memorize the script, but they can analyze the script to find character in role play.

Performing the Role Play. Based on the data collected from the interview, most of the participants in this research argued that one of activity of role play was performing the role play. As mentioned by first participant, participant one said, “We take the role play” (P1.4). Another participant also showed that they should act based one the scenario. Participant three reported, “We have to act based on scenario” (P3.5). Participant four also mentioned, “We show our role play in front of class” (P4.5).

Based on those result, performing the Role play was one activity of role play that the participants had to do. The findings were stated by participant one, participant three, and participant four. The finding was in line with Islam (2012) who said that after students choose topic to act, then they perform the role play.

To conclude of the first point, the researcher found some findings that explained about students’ perception on activities of role play. There were five activities of role play based on data collected found. The activities of role play were making group, deciding theme, making script, memorizing the script, and performing the role play.

Students' feeling when doing role play

The next are about student's feeling when doing role play. There are two feelings that showed by participants from interview. There are feeling happy and feeling nervous.

Feeling happy and enjoyable when doing role play. The first feeling showed by participant was feeling happy and enjoyable. Most of participants supported it. Participant one mentioned that, "I do not mind playing role play because I had role play before" (P1.1). Participant two stated, "Firstly, I am happy, I am excited because I am curious about what role play is" (P2.1). Participant three also said, "Because I did role play for many times, so it was fun" (P3.2). Besides, participant four also said, "Yeah, I enjoyed, and I feel confidence" (P4.2).

There were many reasons why students felt happy and enjoy when they did role play. Based on the result, participant one expressed that the participant had role play before, so they thought that they did not mind playing role play and felt enjoy. Participant two also had argued that she or he was happy because the participant felt excited and curios about role play. Then, participant three had same opinion with participant one that the participant felt happy because she did the role play well before.

Based on the result, feeling happy and enjoyable was students' feeling when doing role play. Four out five participants agreed about that. Liu and Ding (2009) claimed that role play is fun activity. There are some reasons why role play is fun. Liu and Ding (2009, p. 143) said, "Quieter students get the chance to express themselves in a more forthright way; the world of the classroom is broadened to include the outside world - thus offering a much wider range of language opportunities". Role play gives chance for quieter students to express themselves. Role play also give chance students to improve their language by learning language in outside classroom.

Feeling Nervous. Feeling nervous was the feeling commonly felt by the students when doing role play. Participant three stated, “For the first, I am nervous. Besides, we did role play in front of people, so we are nervous and then our mind is blank.” (P3.1). Then, participant four also said, “Firstly, I am nervous, but when the show is going on in front of class, it will be ok” (P4.1). Also the participant five said, “When we are given role play activity, firstly we are nervous, but it did not happen again, and the show must go on” (P5.1).

Nervous feeling was common to people who had done role play. It also was felt by participants. Participant three had stated before that she was nervous because she should do role play in front of people, and it made the participant feel nervous. Participant four and five had same statement that for the first time, it would be nervous, but when the show was going on, it would be fine.

To conclude, three out of five participants agreed that firstly, they felt nervous when doing role play. It supported by Bahrani and Soltani (2012) who said that students usually find role playing enjoyable, but students who have lack self-confidence or have lower proficiency levels may find them intimidating at first. It means that if students do role play for the first time, might be it makes them be nervous. To solve the problem, preparing well was the best solution in doing a role play.

Students’ perception on the difficulties of role play

In this point, the researcher found the students’ perception on the difficulties of role play. The results were obtained in the experiences of the participants. The difficulties included difficulty in working in group, making script, low confidence, remembering script, pronouncing word. For more explanation, it will be mentioned and presented in the following paragraphs.

Difficulty in working in group . Based on the result of data collection, one of difficulties of role play was difficulty in group work. Two out of five participants stated same

points. Participant one said, “The first (difficulty) is asking the group to make gathering” (P1.1). Then, participant four stated, “[The other difficulty] is making cooperation with my friends” (P4.2).

Difficulty in working in group was the challenges for some students. Meanwhile, good working in a group was needed for success of role play. The finding was in line with Subagyo (2013) who said that one of difficulties of role play is working in group. He stated that if there is no sympathy and good cooperation between the actor of role play, then there will be bad competition and mutual contras. This attitude will be damage for role play that was planned. Therefore, it was needed optimum interaction by each member to make the group in order to create good cooperation.

Difficulties in making script. One of difficulties of role play based on interview from participants was making script. Four participants agreed that making scripts was not easy. There were some difficulties when making a script for role play. Those were theme and dealing with grammar.

Theme. Participant one said, “second, to make the story, it is litle difficult, because we can choose any theme” (P1.2). The participant gave additional statement, and the participant said, “Then, when we revise the script, it make us confuse” (P1.3). Participant one stated that when making script choosing theme and revise the script are difficult activities. Participant four gave same argument with participant one that choosing theme is not easy. The participant said, “Firstly, it is about the theme and concept of role play” (P4.1).

Based on the research result, participant one and four had same difficulty, and it was about choosing theme. The finding was in line with Subagyo (2013) who argued that when doing role play, the actor will get new problems. One of problems is from choosing situatiation or theme of role play.

Grammar. Another difficulty on making script was about grammar. The case was shared by participant two who said, “The difficulty is about grammar, because we should make in long script” (P2.1). Then, participant three had an opinion that when making script, choosing language function was not easy. The statement was mentioned as “Another difficulty of in doing role play is choosing language function” (P3.4).

From the result mentioned above, grammar and language function were difficulties of making script. Liu and Ding (2009) argued that as students’ practice, the role play they might find stuck for words and phrases. Also, the students got difficulty in grammar when doing the process of role play. It happens because they learn about new language.

Low Confidence. Two out five participants agreed that less confidence was challenge when doing role play. Participant one stated, “We performed in front of many people, it makes us shy” (P1.4). Then, participant three also gave opinion such as “The first difficulty is to increase the confidence” (P3.1).

From the data collected above, participant one and participant four agreed that they had low confidence when doing role play. The statement was line with Bahrani and Soltani (2012) who said that students who are lack self-confidence or have lower proficiency levels may find them intimidating at first when role play. They will feel shy when they spoke up first time. Then, Bahrani and Soltani (2012) gave suggestion that if teacher can prepare well about communicative output activities like role play and encourage students to experiment and innovate with the language, and create a supportive atmosphere that allows them to make mistakes without fear of embarrassment. Kodotchigova (2002) also suggested that factual preparation implies providing the students with concrete information and clear role descriptions so that they can play their roles with confidence.

Memorizing the script. Memorizing script was also role play difficulty. It was shared by three participants. Participant two said, “I feel difficult to remember the script” (P2.2).

Participant three also shared same opinion. Participant three said “Then, we feel afraid if we forget [the script]” (P3.3). The last was from participant five who said, “The difficulty is when we forgot about the script” (P5.1).

Three participants agreed that memorizing script was the difficulty of role play. The participants were afraid if they forgot about the script. In this situation, well preparation was needed especially in memorizing the script. Maxwell and Christina (1997) argued that memorizing the dialog keeps the role play activity structured and "safe" for beginning-level language learners. However, the students have the option to improvise and express themselves by using the nonverbal communication discussed earlier.

Pronouncing words. Two participants agreed that pronouncing word was the difficulty of role play. Participant three argued “When people are seldom to speak, it will make the people feel shy especially in pronouncing a word of English” (P3.2). The participant gave the opinion that people felt shy to pronounce a word because the people were rarely to speak up. Then, participant five also said “Then, we did not know how to pronounce a word” (P5.2).

Pronouncing word was one of difficulties when doing role play based on participants’ experience. Participant three explained that when rarely to speak English, it will be worse to pronounce English words. Participant five also gave the statement that the participant felt difficult to pronounce a word when doing role play. It was line with Richards (2006) who argued that pronunciation is one of part of role play that should be got attention from teacher. Actually, teacher can correct students’ pronunciation after students have done do role play.

To conclude, in the last point, the researcher found some findings about the difficulty of role play based on students’ perception. There were five difficulties of role play. The

difficulties were difficulty in working in group, making script, low confidence, remembering script, and pronouncing word.

Students' perception on the impact of role play on their speaking confidence

In this point, the researcher found the result of students' perception on the impact of role play on students' speaking confidence. Based on the result, the researcher found that role play give positive influence on students' speaking confidence. It was proven by statements of all of participants. Five participants agreed that role play give positive influence on their speaking confidence. Participant one said, "It gives influence for speaking confidence" (P1.1). Other participant said, "[Role play] gives influence toward my confidence because we feel more confident to speak to other people" (P4.2). Participant five also stated, "Then, after we are given role play activities, we feel more confident to speak English" (P5.1).

Based on the findings, the researcher found some reasons why role play give positive influence on students' speaking confidence. There are two reasons why role play give positive influence. The first reason is, role play gives chance for students to speak up. The second is, role play gives chance students to prepare their speaking.

Giving Chance for Students to Speak Up. Participant one gave the reason that said, "When taking role play, it was recorded in crowded place. So, automatically, it was seen and watched by other people and it can increase speaking confidence" (P1.2). From the statement of the participant, the researcher concluded that people could increase their speaking confidence when many people watched the performance. Other participant stated, "It give influence because we seldom use English in daily activities, so when performing the Role play, we can focus to speak English" (P2.1). It was proof that role play gives chance for students to speak up.

Giving Chance for Students to Prepare Their Speaking. Based on the finding, the researcher found that one of reason role play giving positive influence is because role play

gives chance students to have preparation to speak up than spontaneously speaking.

Participant three argued, “When we did role play, automatically our confidence increases”

(P3.1). Participant three gave additional statement, “It means when people speak

spontaneously, they will be afraid. Especially, when we have prepared to speak before, we

feel that it will work better” (P3.2). To conclude statement of participant three, the participant

felt that role play was the activity that should have preparation before, so it would create

better performance than speaking spontaneously, and automatically, it could increase the

speaking confidence.

Based on the finding, role play gives positive influence on students’ speaking confidence. All of participants agreed about it. Then, the researcher made relation with the theory. Actually, the findings were line with Dougill and Taylor as cited in Janudom and Wasanasomsithi (2008) who said that role play can satisfy primary needs of language learning in that they can create motivation, enhance confidence, and provide context in learning a language. They also mentioned that role play can enhance confidence. To conclude, the theory was proven by the findings that mentioned if role play could give influence on speaking confidence.