

## **Chapter Four**

### **Finding and Discussion**

The finding was found through the interview that was conducted by the researcher about teacher's perception on the implementation of role-play in the classroom. From all three of participants, the researcher found of the findings of each category. The first category is the benefits of implementing role-play. The second category is the problem of implementing role-play. The finding of both of the category and the connected theory will be discussed in this chapter.

#### **The benefits of implementing role-play**

The first aim of this research is to find the benefits of implementing role-play in the classroom. These finding were obtained by interviewing three teachers of English Language Education Department. After collecting the data and do the data analysis, the researcher found two catagorized benefits of implementing role-play in the classroom. First, to be benefit for teacher and second, to be benefit for student. Some of the points were mentioned by both or even all of the participants. The benefits of implementing role-play are presented below.

#### **The benefit for the teacher**

**Used as a media to teach integrating topic.** The first benefit for teacher of implementing role-play in the classroom is Role-play used as a media to teach integrating topic. As a teacher have a topic and objection in every lesson. For examplein, in speaking for daily for conversation the students need to learn how

to express agree and disagree, like and dislike etc. With role-play his topic can be delivery all in one. Mr. Ron stated “Daily Conversation comprises a lot of topic such as describing people, describing places, describing object, telling activities, talking about future, and etc. By using role-play, I can sum up the entire topic into one activity” (p1.2). This is obviously making him easier to deliver the material because sometimes in the speaking class it is hard to teach the students the use of language through the concept. The students can be asked to make a script that includes the entire topic related. Ms. Luna also mentioned similar statement with Mr. Ron. She said role-play is very flexible that allow the students to make any scenario in accordance with the material. She mentioned “one of the media that easily used to provide the material that in accordance with the topic is role-play” (p3.5). This way, the class can be more effective because the students can get a lot of exposure in one conducted role-play.

Blatner (2002), role-play design process is a method that allows the students to explore such a complex language function on certain context and situation. Therefore, it is easier for the teacher to use role-play as a method to convey number of topic in one activities, because its flexibility in creating the context. It also has been mentioned before by Nguyen and do (2017) that role play is seen as one of communicative-based or oriented bodily process which allows learners to practice the target area spoken language and interact with others for oral proficiency. It is also asserted by Harmer (2007) that said role play can stimulate the students in real world and it gives learners an opportunity to practice communicating in different social contexts and different social.

**Used as a media for teachers' evaluation and reflection.** The second benefit of implementing role-play in the class is used as a media for teachers' evaluation and the reflection. All of the participants agree that in conducting the role-play, the teacher can see and evaluate English knowledge each individual easier. The students will get the same opportunity to show their ability and proficiency in English. The teacher can see whether the material is understandable or not for student. Mr. Ron mentioned "beside that the benefit of role-play is for self-reflection. From role-play I can take a note which students who lack or fluent on something. For example A student is not really good, while B student is good in expressing the scenario" (p1.21). Ms. Jane also added "through role-play I can assess the ability of the students. If they are able to produce the language, means they are already good" (p2.13). Not far from Mr. Ron and Ms. Jane, Ms. Luna stated something similar "I can find out if the student understand about the material or not and, then they can apply that the material in the real situation" (p3.4).

Thus, role-play can be used for evaluating students' understanding as just said by Tripathi (2011) that role-play helps the teacher to understand students' persona and to understand students' personal mind by approaching their inner world. Bigg and Tang (2011) also added that role-play learning design process provide teachers an opportunity to create a constructive alignment between learning activities, assessments, and learning outcomes. Thus, the teacher can assess students' cognitive aspect. Kemmis and Mc Taggart (1998) role-play can

give the teacher a vision whether the students have achieved the criteria of success or not.

### **The benefit for the student**

**Motivating the students.** The first benefit for the student of implementing role-play in the classroom is motivating the students. In role-play students are directly involved in varieties activities such as making the script, preparing the property, practicing the dialogue, until performing the dialogue. Thus the class becomes not monotone. Ms. Luna claimed “the class situation is not monotone because I’m not only explaining the material but the students can act too” (p3.9). The other two participants also agree that through all this process it is more possible for the teacher to make the class to become more alive and not monotone. As what Mr. Ron stated “Role play comprises a lot of activities and we can also watch a lot of performance with different topic, and different performance. Thus, the class will be not monotone” (p1.1). Ms. Jane also asserted “Role-play makes the class more alive and not monotone” (p2.15).

Since the students are directly involved in the varieties activities, the teachers are tend to be able to create such a happy atmosphere, and make the class becomes more enjoyable not only for the students to learn but also for the teacher to teach. Ms. Jane claimed “The biggest benefit of using role-play is that there is a satisfaction to watch the students happy in learning” (p2.17). It means with role-play the teacher can create such an enjoyable lesson not only for the teacher but

for the teacher as well. As that the student becomes more relaxed and motivated in learning English.

Along with the statements above, Roestiyah (2008) supported that the advantages of implementing role playing methods include learners are more excited in their attention to the lesson, learners easily understand the problems that occur in play and learners can feel the feelings of others, which they can acknowledge the opinions of others. Fogg (2001) also stated that role-play can be one of the teaching strategies for monotone class with lack of students' involvement. In conducting the role-play the students are triggered to be active and have no choice but to produce the language. However under the pleasant and enjoyable environment the students will be more motivated to learn in the classroom. Thus, implementing role-play can motivate the students to learn language especially English. Just as said by Bhattacharjee & Ghosh (2013) the students will more motivated when the teacher implements role play in the classroom. Durklak et al, (2011) also asserted role-playing is a fun and engaging way for students to learn and practice important life skills.

**Training students' creativity.** The second benefit of implementing role-play in the classroom is training students' creativity. Role-play can train students to explore their creativity. As what has mentioned before, in conducting the role-play, the students are actively involved in a lot of activities such as script writing, script reading and practicing. All these activities require the students to use their creativity. Mr. Ron mentioned that the students can be trained to use their creativity to create the scenario. He said "they also will be trained in using their

creativity in scenario writing, and from what I saw, they are amazingly creative” (p1.14).

Obviously the students need to involve their imagination and creativity to convert their idea into the story line. Not only in a script making process, script reading process also required the students to be creative to interpret the script into the right intonation and expression. According Rashid and Qaisar (2017) role-play serves as a transport for a learner to explore their feeling. Thus, in the script reading there is an interpreting process from the script into a scenario that entangles the intonation, the expression and the feeling become one. All of the processes above require high intensity of creativities from the students. Thus, by using role-play the students are trained to develop their creativities. Hayati (2018) asserted that the exiting activities in role-play provide an opportunity for the students to be creative. Craciun (2010) also supported that role-play really contributes in developing the creativity, communication skills and leadership skills' aspects.

**Improving student’s confidence.** The third benefit of implementing role-play in the classroom is improving students’ confidence. While the role-play is processing, students are required to be more active. Every student has chance to express him or her self. This kind of teaching technique is done repeat, therefore, it helps students to increase their confidence. For students who cannot speak, they are more courageous to speak and students who are less courageous at first appear to be bolder. Mr. Ron stated “the implementation of the role-play in the classroom is to build students’ confidence” (p1.9).

Besides that, in role-play there are a lot of interaction occurs. Ms. Jane stated role-play is a peer activity. It involves a lot of people that absolutely will create a lot of interaction as well. This interaction will make the students become close one another. The students who are insecure and not used to perform in front of the class will be more at ease because they feel comfortable with their friend. Eventually this interaction will boost their confidence. She stated “role-play involving other friend. It will make the students interact and build their teamwork” (p2. 10) she also added “by that role-play helps the students to have more confidence to express themselves” (p2.11).

Supporting the statements above, Rashid and Qaisar (2017) claimed role play as a media for a learner to improve their self-confidence, improve their problem solving skills and remove their shyness by interacting with each other. Lawarn and Jitpanat (2013) also found in their research the effectiveness of using drama play on students’ speaking skills, motivation, and self-esteem in the experimental group. In the other it is proven that role-play effectively helps the students to boost their self-esteem so that they become more confident because as Freeman (2000) stated “role- play gives students an opportunity to practice communicating in different social contexts and in different social roles” (p.137).

**Improving students’ speaking skill.** The forth benefit of implementing the role-play is improving students’ English skill. All the participants agree that role-play helps the students to improve their English skill. Some aspect that is found improved are students’ speaking skill which includes their knowledge in pronouncing words, vocabulary and gambits, and grammar. Suryani (2015)

concluded that role play is effective in teaching speaking. Basically, Role-play is an oral activity.

Both Mr. Ron and Ms. Jane are in agreement that beside the students need to perform on the stage, the students need to re-read the script hundreds time in order to memorize it. Just as the drilling methods, their tongue will be familiar with the words that they will eventually more fluent. Mr. Ron mentioned “after the script reading the students will become more fluent in speaking by drilling method as they memorizing their line” (p1.16). Ms. Jane added “by conducting the role-play the students will get familiar speaking in English that eventually improve their speaking skill” (P2.5)

Learning language is not about the fluency but also the accuracy. However, Shepard (2015) argues that accuracy is the complement to fluency. So in the other words accuracy follow fluency. Ms. Jane stated “in role-play the students of course will learn of how to pronounce the words along with the intonation as well. From that the written skript will automatically pervade into grammar” (P2.6). It means when the students are fluent enough in speaking the grammatical knowledge will follow after.

Through role-play the students also are able to learn casual conversation. Another example is when the students are asked to simulate agree and disagree expression or Gambits. When one of the students said “Do you think you can join us to the cinema tonight?” the other student could say “I don’t think I’m good” this is a casual expression to show that they disagree. Mr. Ron added “students are



able to learn casual expression or conversation. For example “do you think that we need to go to bali today?” and they can answer “I don’t think I’m good”. This kind of expression is hard to be learnt if it’s not from a created context. (p1. 18)”

Along with the statement above Ments (1999) supported that role-play really provides students meaningful experiences where students not only understand but only they have to act or behave as if they are in real work. Also Nuswantoro (2015) said Gambits is the word or the phrase that usually used by the native speaker to help them express what they are trying to say and make the conversation flow and sounds more natural Therefore the students are able to learn language expression. Not only because they know the concept and the knowledge, they also know and experience the way to use it.

In conclusion role-play is an effective method to improve students’ speaking skill as almost all the activities in role-play is oral activity. Role-play can aslo help to increace grammar skill and gambits skill. Bailey and Nunan (2005) asserted that role plays can be excellent procedures for helping students learn and practice important speech acts, vocabulary, and grammatical structures.

### **The problems of implementing role-play**

The second aim of this research is to find the problems of implementing role-play in the classroom. The same like the first aim, the researcher collected the data from interviewing three teachers of English Language Education Department as well. After collecting the data and do the data analysis, the researcher found

three problems of implementing role-play in the classroom. They are time management of implementing role-play, group monitoring, and grouping.

**Time management of implementing Role-play.** The first problem of implementing role-play in the classroom is time management. Role-play is not an impulsive activity. There are a lot of preparations to conduct a role-play before the performance, start from making the script, consultation, distributing the role, designing and preparing the property, and Practicing. A good role-play performance demand a lot of time preparation. Therefore, Mr. Ron and Ms. Jane claimed that some teachers are troubled because they have to provide long period of time to conduct one role-play activity. Mr. Ron stated “a lot of time needed for a consultation. The timing is quite demanding in Role-play” (p1.23). Ms. Jane also mentioned “Role-play took long duration for preparation even the performance only for minutes” (p2.21).

Just as Suryani (2015) said in order to do this activity, a good preparation from teachers and students is needed. Bluelow (2015) also asserted that an effective role-play needs well-organized planning, effort and ample resource and skill before it can be conducted. A little bit different with what has been explained in literature review, the researcher found additional problem from the participants regarding the time management. Beside role-play demand big amount of time of preparation, time management in the execution day also sometimes become a problem. Mr. Ron claimed that sometimes the duration of the performance is not the same as it planned. There are a lot of unpredictable thing that may happen during the performance. So that, he need to extend the time that has been set

before. He added “the timing in the execution for perform can be a problem as well. Sometimes the duration of the performance becomes faster or longer” (p1.24).

Like what has been mentioned before, having a long time of preparation will affect the duration and end up took more time. Sometimes the teachers need to extend the meriting from 3 meeting into 4 meeting. As just Mardliyah (2010) stated the teacher are not able to predict the amount of class time that will be taken to carry out the activity since the ability of each class varies.

**Grouping.** The last problem of implementing role-play in the class is grouping. All of the participants agree that grouping is not an easy task because it can highly affect the students. Sometimes the students will not blend with the other and only want to stick with their close friends. Mr. Ron claimed “if the grouping is not well distributed it will affect the performance, for example they will not blend in one other” (p1.30). Ms. Luna also stated “sometimes the students only want to be with their friend only” (p3.22)

This case can cause the trouble because the students are not distributed well, when students with high ability are not mixed with students with poor ability. Gonchar (2013) claimed that grouping students by ability is considered that it is perpetuated in equality by treeing poor and minorities student in low level group. Besides that this problem also can affect the quality of the teamwork of the group. The teacher needs to consider the positive interdependence, face-to-face interactions, individual accountability, interpersonal skills, as well as how

well a group can process (Bowen, 2000). Thomas McIntosh (1995) also stated teachers, need to assign the students with the opportunity to solve problems to what the students need in life.

**Group monitoring.** The second problem of implementing role-play is group monitoring. As has explained in literature review before that one of the problem in conducting the role-play is requiring a lot of instruction and consultation. Sometimes this is become an issue because the teacher cannot control the group completely as the preparations are done outside the class. Therefore, they cannot really control every detail of the preparation Mr. Ron mentioned “I cannot control the group holistically because there is some preparation were conducted outside the classroom” (p2.20). Ms. Luna also added “I don’t have capacity to monitor every detailed preparation of all 8 groups. I don’t know where and when they have the practice” (p1.25).

In addition, Ms. Jane claimed that sometimes when the teacher cannot give full monitoring; it will affect the accuracy of theme and the quality of the role-play. It is believed that teacher plays important role in implementing the classroom. Teacher need to guide and create a comfortable situation so the students can be more motivated and confidence to perform. As just Rostiyah (2008) mentioned if the teacher does not master instructional action well. The role-play will not run well and will be not effective. Taylor (2000) also asserted professional knowledge contribution is also crucial within the preparation of drama and role playing for teaching practices. Thus, lack of group monitoring from the teacher can be considered as one of main problem in conducting role-

play. According to Santoso (2010) if the teacher did not give a clear guidance in every practicing session, the role-play might fail and become not effective.