Teachers' Challenges on the Implementation of Role Play in Teaching Speaking

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Abstract

Speaking is one important skill that should be mastered by students to communicate in English fluently and clearly. Role play is one of activities to encourage speaking skill. This study aims to explore teachers' challenges on the implementation of role play in teaching speaking. To achieve the objectives interview was done to two lecturers who had been to teach speaking in a private university of Yogyakarta. Qualitative was used as research method and descriptive qualitative as the research design. The result was gathered through the interview. Regarding the implemented role play, this study found six results. They are group distributing; determining materials, preparing performance, time consuming, assessing students speaking performance, and monitoring to all the students

Keyword: teaching speaking, role play, challenges

Approval Sheet

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Research Background

Teaching speaking has focused on developing students' ability in oral skill because it is a critical component to be mastered by language learners. The ability to communicate in English is a precious value. Ur (1995) said that "speaking seems to be the most important skills of four skills (listening, speaking, reading and writing) because people who know a language are usually referred as speakers of that language" (p. 120). The ability to communicate in English makes the mind setting of people become wider. How urgent the need to be able to communicate in English is unfortunately not equal with the quality of English teaching at schools in Indonesia.

Speaking is one important skill that should be mastered by students to communicate in English fluently and clearly. Speaking skill was an important thing in learning English because if someone has a good speaking, they are considered as successful in learning English. According to Richard (2008) " learners often evaluate their success in language learning as well as the effectiveness on the basis of how much they feel they have improved in their spoken language proficiency" (p.19).

Research Methodology

This research used qualitative methodology focusing on describing statements from participants. The reason using qualitative as a method is because the data form is preferred in the verbal form than in numerical form. Creswell (2012) defined that qualitative research is a type of educational research in which the researcher relies on the views of participants; ask broad, general question; describes and analyze the words from themes; and conduct the inquiry in subjective, biased manner. Based on the explanation, qualitative research is to describe the qualitative approach or investigate a phenomenon or issue in that research.

This study specifically used descriptive qualitative as a design. The use of descriptive qualitative is to gather and interpret the information from the participants about the phenomenon being studied. Sandelowski (2000) stated descriptive qualitative study is a detailed of the phenomena which involves the conversation participants and researcher. The researcher wants to look for the challenges in implementation of use role play in teaching speaking. The researcher expected three participants that were convience to be the participants in this study based on the mentioned characteristic. However, after several appoinments and agreements, only two lecturers' were available to be the particpants. Besides, the researcher used pseudonym technique to name the participant. The first participant named sari and the last participant named ari. The researcher believes that lecturers at the English Department could provide information for this research since they have experience in teaching speaking using role play. As suggested by Cohen, Manion, and Morrison (2011) there are no exact rules about the size of the participants in qualitative research; size is informed by fitness for purpose. The researcher used purposive in this research because it focuses on a specific issues or cases.This study used interview as the instrument for data collection. The interview was used to explore more detailed and specific information on Teachers challenges on the implemented of role play in teaching speaking. Cohen 92011) argued that "is the equal basic the question in the equal organizes" (p.143). They also stated that interview is used to gather information on the research objective. The researcher conducted interviews to collect the data. Interviewed has suitable for this research and to get more opinion from the participants. According to Cohen et all (2011) "interview is a flexible tool for data collection enabling multi-sensory channels to be used: verbal, non-verbal, spoken and heard" (p.409). The data that had been transcribed is analyzed by using coding. The researcher transcribes the recording after the statements have recorded in interview and the researcher

transcribes each word from audio, transcribe the data into written without adding any information. After that, is member checking in order to keep the data valid. By doing member checking, the validity of the data are obtained from the participants in the study, so researcher can confirm the reliability of the information, and the researcher thoroughly check the data (Cresweel & Miller, (2000). Then the researcher analyzed the written text with process of coding. Cohen (2011) argued that "Coding is the ascription of a category label to a piece of the data that is either decided in advance or in response to the data that have been collected" (p.559). The researcher used open coding in order to categorize the information which are related to research question. Next step was axial coding. It was used to classify the data from open coding which based on the research question. In addition, the researcher used selective coding is process of identifying the core in category in a text. Secondly, in reporting the data, the researcher concludes and summarizes the data collect.

Finding and Discussions

Lecturers' Challenges on the Implementation of Role Play in Teaching Speaking

Distributing Group. The finding showed that distributing the students into the group in role play was one of the challenges. Group distributing was a challenge because the lecturer should ensure that the group had the equal ability. Is it line with Hicks (2011) "the most common problem using groups work is personality elashes, this occur when groups are put together randomly in particular. The styles of working differ with each member and in some cases, there may be a lack fit among the members" (P.267). The students who actively participated in the same group and the passive students were in the same group too. Sari argued that "ensure that the students who actively participate are in the same group. Whereas the passive students are in the same group too" and the other lecturer mentioned the same problem. The other lecturer stated that

distributing students into groups was challenge. Ari "I should divide students into groups but there were always obstacles although I divide them in two ways.

The first, they chose their own group and I chose for them however both ways obstacle has. For example when they chose for their own group they would choose their close friends only, but when I chose for them, they would do not maximally." Based on participants' statement, distributing the students into the groups was a challenge because the lecturers should distributing students with equal ability in order to the groups can working maximally. So, when the lecturers distributed the students into group, they should ensure that they divided them fairly, to avoid the different portion of students speaking.

Determining materials. The second finding showed that the lecturers' challenges were they should determine the case, material, or theme for role play. The lecturers should choose some stories or cases for role play. Sari said that "I was struggling enough when making some cases which are appropriate for the students because I should like five - seven cases. It's hard for me to make the case". According to Djamarah and Aswan (2006), they stated that role play needs the lecturers and students to be more creative. In role play, the lecturers should make some cases, stories, or materials or theme when the class was divided into the group. Sometimes the lecturers make the case that was not familiar to students like what is stated by one participant's. He argued "the hardest is to find material that is appropriate with Indonesian context. The example is I have a book for English for tourism, from that book, there are none of that material discussed about tourism in Indonesia". The participant had a book as materials in courses and that book only discussed other countries except for Indonesia, for the example was Amsterdam. So, the student should role play as the native of Amsterdam and that was difficult because they did not have much exposure about how to be the native of Amsterdam.

Some lecturers faced difficulty to create creative cases, for example, the case about a business where the lecturers did not have experiences in business areas. Is it line with Cherif (1995) it is sometimes difficult to generate enough characters, perspectives or useful resources for the study topic. Therefore, in role play, the lecturers have some struggles to make cases or stories so the lecturers should have to be more creative to make cases in order to the students more interest in speaking class.

Preparing performance. The third finding showed that the challenge the lecturers faced when implementing role play in speaking class was the lecturer should prepare the students before role-play performance. Ari argued that "the challenges of role play are ensured the students' performances are needs a lot of preparation. When you give the assignment like role play, you have to know what the theme, how long the duration, how the time performance, that is the challenges of role play". Adrian (1998) pointed out that before role play, there are some preparation like discussed the theme with student, the teacher should divide the class into group, asked the student to make script, asked the student to discussed their script with their own group and the teacher should ask the group to consult their script with the teacher. In addition, from McHardy and Allan (2000) that there are three problems of implementing role play. Some problem encountered as follows role play requires a great deal of time and effort to be successful it means that role play spends more time to get a good result. Accordingly, the preparation was one of the challenges of implementing role play. Because preparation performance in role play has many steps like make script, consultation script, practice, and costum. Therefore some of the lecturers confused when implemented role play that is one of technique to encourage students speaking. In another line, role play has a lot of step and preparation for lecturers and student to do which spend a lot of energy and time.

Time consuming. The fourth finding showed that the challenge the lecturers faced when implementing role play in teaching speaking was time-consuming. Sari argued that "time allocation for every group was 15 minutes and I give 3-4 minutes for transition to determine that there is a group not on time but always there is the group was not on time." Ari argued "that role play was wasting time and then energy and mind too for the student. Because what? They should practice after study in the campus." The key of role play was contained in time consuming. The lecturer should know time allocation the courses implemented by role play. Therefore, time allocation will be organized in class when students' performance. According to Cherif (1995), role play requires a great deal of time and effort to be successful. In addition, Ur (1995) mentioned that oral testing needs a very time-consuming procedure; students should test in pairs or individually in real-time. Based on that theory that role play was one of activity to encourage speaking skill or oral skill that have time allocation problem in speaking test. The lecturer should have ensuring the adequate the time for every student to be tested. Based on the statements and some theories above, time consuming was one of the factor on role play challenge. The reason that time was factor of challenge in implementing role play that all of the challenges mentioned were related to each other to the time consuming. All of the challenges were related to the time. The group diving, the lecturers needed time to determine the group. Determining idea or materials for role play the lecturer needed time to make it, preparing the performance and evaluating included in one factor of challenge which was the time. In evaluating, the lecturers took a lot of time to evaluate each group in a whole class.

The activity that related to the time consuming was the students consulted the script to the lecturer. The consultation was to make the lecturer understood what was the case taken by the student and how the script as well. The last was when the group performing, each group was

given 10-15 minutes to perform but in any cases; a lot of students were beyond the time to perform. Sari "ensure that every student has their portion of their speaking, it's enough for them not only has a good script that was challenging too because it will be influential to the time when students are perform."

    Assessing Students speaking performance. After the time consuming challenge, the fifth finding showed that the challenge faced by the lecturers in teaching speaking by implementing role play was the lecturers found that student has a different portion with other students in implementing the role play. Sari argued "The students in their pronunciation of speaking are not maximal maybe because of their characters in role play". Based on the lecturers' statement, the students did not speak maximally when doing the role play because the students were not familiar to the theme or the story of role play until they were confused and not speak up confidently. This challenge is in line with Roger (2007) who stated that role play is never been similar to the real things that include in the state of mind and the emotions because you can realist the setting, the problem even the unimportant detail but you never forget that you are in the classroom, especially, when teacher told them that the roles are not their own but other people's role. In addition Sindelat et al (2003) stated that found that the teachers' raters were able to reliably score the students' ethics case analysis performance by applying an explicit scoring rubric to each criterion. The students have not felt their performance because they did not know the real situation on that case, so they just perform following the story they have made and act like their given character from the script and they somehow forget and lose their sentences. Ari argued "Assessing is one of the challenges too, teaching in many big classes and have many group students in every class who consist of many groups and some class taught by me". Based on the participants' statement, he felt that assessing the students' performance was challenging

because usually, role play implemented as a final assessment, so the students performed earnestly to role play. The lecturer could just evaluate the performance on the day of performing but the lecturer should have known how the students when they were practicing. Assessing would be a challenge because the lecturer should have given an evaluation to each student.

Assessing students' performance was not only given to a group, but to each student who played the character in the role plays script. So, assess was a challenge because the lecturer should pay attention to each student playing character. This statement is supported by race (2010) stated that during the learning design process and in preparation for the lesson, it is important for teacher to consider numerous factors on which successful students learning depends: needing, doing, digesting and feedback. Role play was one of the ways to assess the students in speaking and see how they speech ability. Assessing by doing an oral speech like role play was difficult because the lecturer should assess the students in role play group objectively and fairly to each student's ability.

That related with assessing students speaking performance, because role play is activity to encourage speaking. Therefore when role play performance the lecturers will be assessing their speaking not only the script or good stories and their acting.

Monitoring the entire students. The last finding of the lecturers' challenge on the implementation of role play in speaking class was the lecturers could not reach the entire students when the role play was performed. From Sam (1990) said that when implementing role play in the classroom, the learners are the only participants in the activity. Besides, the teachers' participation in the activity is less, and it might make them lost control of the class. Ari argued "another challenge in the class is that, I cannot reach every student. The ratio lecturer and students are less". One theory from Rogers (2007) pointed out that teachers sometimes hardly

maintain their students to discuss a specific situation. Many lecturers taught in some big class and when implementing role play there was some group in big class like 8-10 groups. The big group in one class was the reason why the lecturers mentioned that they could not reach the entire student when role playing. They could not reach the entire students because it was difficult for the lecturer to pay attention to each student in a big class. When one group with many members was role playing, it was a challenge to the lecturer to watch and focus to see each student performance. Instead, the lecturer should know the ability of each student, so when role play performance, the lecturer could give feedback with an addition such as their acting, their expression and others.

Conclusion

This study aims to explore teachers' challenges on the implementation of role play in teaching speaking. The purpose of this study is to investigate one point that is the challenges of teachers using role play in speaking classes. This study used qualitative as research method and descriptive qualitative as the research design. This study involved two lecturers from English Language Education Department of a Private University of Yogyakarta as the participants. The participants implemented role play while teaching in speaking classes. Interview was used as the instrument to gather the data and question items are compiled in interview guidelines. The data was gathered by recording and translated very statement from the participants. The data that have been gathered were analyzed using coding and coded based on the purpose of this study. A brief summary of every finding is provided below.

Before the researcher provide summary of the result based on the purposes of this study, the researcher will provide summary of the necessary result consist the challenges in implemented of role play in teaching speaking. There are seven results regarding the challenges in implemented

of role play in teaching speaking by lecturer. The challenges in implemented of role play in teaching speaking by lecturers' are divided into group, determine idea to make theme or materials for role play, preparation before role play, consuming of time, the student cannot speak up maximally, cannot reach all of the students, and the last is evaluation. The purpose of this study is to explore information about what the lecturer challenges while used role play in teaching speaking. Some lecturers' have a different challenges when implemented role play in speaking classes. It sums that the lecturers' have different techniques while implemented role play in teaching speaking.

Recommendation

Based on the findings of this study, the researcher provides recommendation for several parties related to this study. There are some recommendations for English teacher, students, and future researcher.

English Teachers. On the implementation of role play in teaching speaking, the researcher recommends the English teachers to make sure that the students are already familiar with the object. The teacher should introduce the learning concept before class begins in the classroom. Besides, the teacher should make sure that the objects are suitable and interesting if they use in classroom. As a result, the English teacher needs to determine the interest stories or cases to role play in speaking class more interest the students to speak actively. From the challenges above the English teacher can understand how to overcome the challenges.

Students. On the use of role play in learning speaking, the reseacher recommend the students to use role play as media to help them understand and practice speaking more

effectively. Students are able to directly observe and practice, so that role play can be a good media or method in learning speaking.

Other Researchers. The other recommendation is for another researcher. The researcher is welcomed to the other researcher who wants to use this research for emphasizing their own research that has similar topic or related to. This study has limitation; the researchers suggest conducting the same research in order to give more details such as investigate the same issues regarding role play in teaching another skill.

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