

Chapter Iqwt

Finding and Discussion

This chapter discusses the findings and discussion about lecturers' challenges on the implementation of role play in teaching speaking. This part reports the finding from the interviews done to the participants. The finding and the discussion have been categorized into seven findings and each category is related to the theories provided in chapter two.

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

This part presented the findings related to the research objective. This section contained the results obtained from interviews about the lecturers' challenges on the implementation of role play in teaching speaking. The participants were asked to explain the challenges they faced when implementing role play in teaching speaking. Based on the interview data, the lecturers explained different challenges when implemented role play in speaking class. The researcher found six findings according from the interview. In the findings, the participants mostly faced challenges about the group distributing, determining materials, preparing performance and time consuming. Also, the participants mentioned other challenges like assessing students' speaking performance, and monitoring to the entire student they had during teaching speaking and the challenges were described in the paragraph below.

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 the 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.