

**Teacher's Perception on the Implementation of Role-play in the Classroom**

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## Approval Sheet

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## **Abstract**

Role-play is one of the most frequently used teaching techniques that the teachers can use to teach English language for the students. This study investigates teachers' perception in implementing role-play in order to know their reasons to use role-play in their class, especially their perception about the benefits and the problem of implementing role-play. This research uses qualitative research design. The researcher obtained the data by interviewing three participants for two criteria. All participants are English Language Education Department teachers of one of the private universities that had been teaching for a minimum of five years, and had been using role-play as one of the techniques to teach English in the classroom. Based on the data analysis from the three participants, the researcher found six benefits of implementing role-play in the classroom. These are: Used as a media to teach integrating topics, Used as a media for teachers' evaluation and reflection and for the teacher and, motivating the students, training students' creativity, improving students' confidence, and improving students' speaking skills for the student. The researcher also found three problems in implementing role-play in the classroom. These are: time management of implementing role-play, group monitoring, and grouping. In conclusion, despite the entire problem that is found, role-play still has a lot of benefits.

**Keywords:** Role-play, Teacher perception, Benefits of role-play, Problems of role-play

## **Research Background**

Role-play is one of the most frequently used teaching techniques that the teachers can use to teach English language for the students. According to Lui and Ding (2009), role-play is one of the techniques which is mostly used by English language teachers. It is mostly used because it can gain students' attention and interest to learn particular subject. Thus, this technique surely helps an language teacher to teach particular language. Another definition of role-play is from Dorathy and Mahalakshmi (2011) who argued that "role-play is a technique in which students are presented with a real or artificial environment and they are exposed with some finding of case or situation and they need to exhibit the same in form of roles" (p. 1). It means that the student will learn in the real situation and it has a good impact on students in terms of their speaking skills.

Role-play is an important teaching technique. It should be applied by the teachers in helping their students to achieve their goals. According to Lui and Ding (2009), role-play gives many positive impacts. One of the impacts is vocabulary improvement. After doing role-play, the students' vocabularies are improved because they memorize and then they apply the vocabulary from the presentation of new lesson. Another important thing which is improved by using role-play is student's speaking skill (Adipranata, 2009). Speaking skill can be improved by using role-play because in role-play, the students are required to act and to speak, so it trains them to speak fluently.

According to researcher's experience as a student, the researcher found that there were some of lecturers who used role-play to teach the students. However, the researcher realized a number of phenomena that happen during the process. There are times when the lecturer managed the class to run effectively and make the student follow all the instruction clearly. On the other hand there are also the lecturers who seem rigid to manage the class to run smoothly. Besides that, the researcher also frequently witnessed some students who

seemed lazy participating in role-play activity. By this case, the researcher is really interested to conduct this research about the teachers' perception in implementing role-play in order to know their reasons why they implemented role-play in their class and also the benefits and the problem in implementing role-play. The reasons why researcher chose this topic are the implementation of role-play have been used by some teachers continuously for several years. However not all students were interested and excited of this technique. And research personal experienced as the student, using role-play continuously as the technique teaching and learning was bored.

## **Methodology**

This research used qualitative research design. Qualitative research design is a way to learn about people's experiences and feeling. According to Lewis (2015), qualitative research is a process in identifying patterns about the meaning of participants' feelings. Besides, Creswell (2012) said that qualitative research is a process in identifying and exploring a problem from participants' experiences. The finding of the qualitative research was not presented in numerical form but in descriptive form. It showed that it was similar to this current research which aimed to find out the benefit and the problem in implementing of role-play. By this point, it was the right decision for the researcher to use descriptive qualitative as the research design because the researcher did not limit the participants' answers. It helped the researcher to get rich findings. According to Creswell (2012), descriptive qualitative design is suitable to facilitate an in-depth exploration of the participants' experience.

This research was conducted at English Language Education Department at one of the private universities in Yogyakarta. There were some reasons why the researcher chose this place as the setting place for this research. First, the researcher was able to find the facts that some teachers implemented role-play in the class. Second, the researcher

was still studying in the department which meant that the researcher knew well about the place and the teacher here. It showed that it could help the researcher to select the participants because it was easy and accessible to contact the teachers as the participants to appoint an interview.

According to Guest, Bunce and Johnson (2006), there is no rule for selecting the number of participants in qualitative research and it can be one or more participant if the result of the research is acceptably right. Thus, the researcher chose three participants for this research. All participants were ELED teachers at one of the private universities who have teaching experience for a minimum of five years. The participants were the teachers who have been using role-play as one of the strategies to teach English in the classroom. Out of eighteen ELED teachers in this certain private university, there were three teachers who fulfilled all the criteria as the participants, named Mr. Ron, Ms. Jane and Ms. Luna.

## **Finding and Discussion**

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

**Used as a media to teach integrating topic.** The benefit for teachers of implementing role-play in the classroom is role-play used as a media to teach integrating topics. As teachers have a topic and objective in every lesson. For example, in speaking for daily conversation the students need to learn how to express agree and disagree, like and dislike etc.

**Motivating the students.** The first benefit for the students of implementing role-play in the classroom is motivating the students. In role-play students are directly involved in various 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).

**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.

**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.

**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.

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

**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.

**Grouping.** The second 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)

**Group monitoring.** The last 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).

## **Conclusion**

This study aims to investigate teachers’ perception in the implementation of role-play in the classroom. This study has two research questions. First, what are the benefits of implementing Role-Play at ELED at one of private university in Yogyakarta? Second, what are the problems that the teachers face in implementing Role-Play at ELED at one of private university in Yogyakarta? The answers for these both questions are obtained by the interview. The researcher involved there participants of the teachers from English Language Education Department at one of private university in Yogyakarta.

Based on the result of the data analysis from the there participants, first, the researcher found six benefits of implementing role-play in the class-room. Those are as a media to teach



integrating topic, as a media for teachers' evaluation and reflection, improve students' English skill for the teacher and, motivate the students, train students' creativity, improve student's confidence for the student. Second, the researcher also found there problems in implementing role-play in the classroom. Those are time management of implementing role-play, group monitoring, and grouping.

Overall in conclusion, despite the entire problem that is found, role-play still have a lot of benefits. However there are still not strategies to overcome the problem that occur. So from this study conclusion the recommendation can be obtained.

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