

Chapter Four

Findings and Discussion

In this chapter, the researcher presents the results and discusses the collected data from the interview with the participants. The detail information of the findings will be reported. Besides, the discussions will be related to literature reviews and some related theories. Those findings were taken from the interview of three participants whose name were pseudonymous. Those are Ujang, Mawar, and Melati.

The Implementation of Role Play Activity

In this part, there are several stages implemented to conduct the role-play according to students' perspectives. In this case, the implementation of role-play was taken from Literary Appreciation course in ELED at one private university in Yogyakarta. The findings and discussions about the implementation of role play based on students' perspectives are explained below.

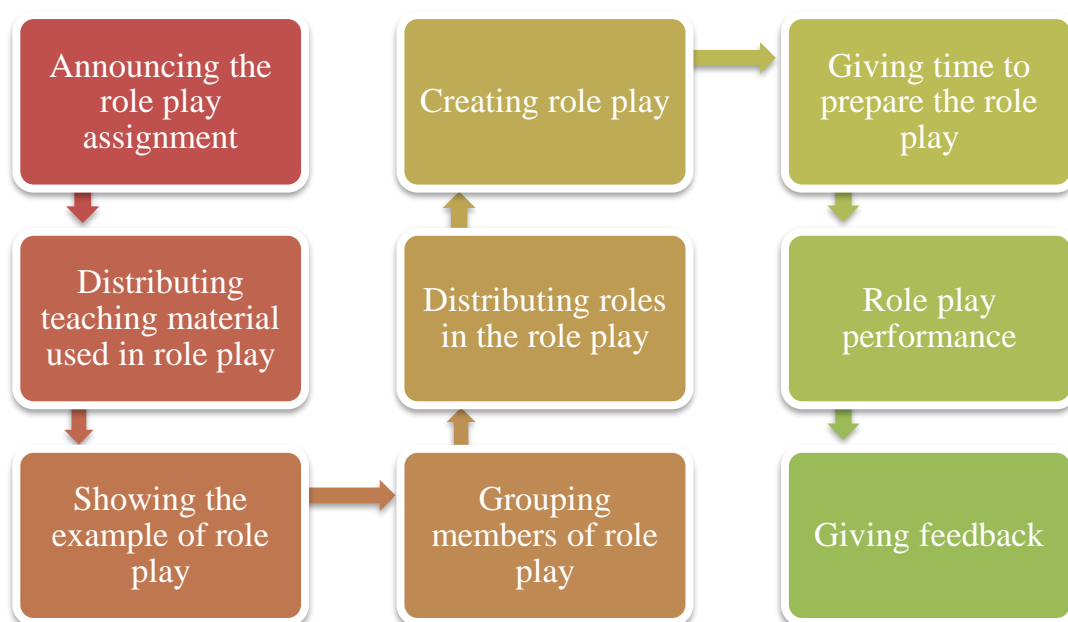


Figure 3. The finding of the implementation of role play

The flow chart above shows the highlighted activities that were done in the implementation of role play in the classroom based on the students' perspective.

The was announcing the role-play assignment. At the first time, the teacher announced the students that they would conduct role-play in the classroom. As mentioned by Melati, she said that the teacher gave an announcement about the role-play activity to the students. In this case, the teacher gave an announcement a week before the day of the performance.

The teacher was distributing teaching material used in role play. After announcing the role play assignment, the teacher distributed short story as the material to read by students to do the role play. Ujang said that "Teacher distributed a short story as the material." The materials were given to understand by students so that they can memorize it and make some dialogues on their own. Mawar said that we were provided with some texts to read. Ujang and Mawar also added his statement that the short stories were distributed a week before the performance day to prepare the role-play. According to Huang (2008), the teacher should select the teaching material earlier before the role-play activity. In this case, the short story was given so that the students have a visualization about what kind of story that they will perform later. Moreover, Huang (2008) also mentioned that the teaching materials are various and it can be taken from textbooks or non-textbooks. Accordingly, Huang (2008) stated that the teaching material can be chosen based on many aspects such as the teaching goals, level and interests of students, and the teaching appropriateness. Hence, selecting the teaching material needs to be considered as an essential part of role-play to optimize the benefits of role play itself.

After the teaching materials were distributed, the teacher began to explain about the role play. Melati asserted that the teacher explained how to conduct the role-play. The teacher also explained how roles in role play were played. Accordingly, Ujang said that the teacher told about how the characters in role play are run in the role-play activity. Additionally, the students were also given a theory about how to do the role play activity. As mentioned by Mawar, she added that the teacher gave a theory about role play. Moreover, the teacher not only explained but also showed a video of role play activity. Therefore, the students can understand more about how to conduct a role play. Mawar mentioned that the teacher gave an example of role play from the beginning until the end of role play through playing a video. That way, the students know what to do in their role play performance well. Hence, the teacher is needed to explain about role play activity clearly so that the student could understand what they have to do in role play.

Moreover, all mentioned attempts explaining the role play above were done to make the students familiar with the role-play activity itself. Huang (2008) stated that the teacher should make the students familiar with the role-play. Therefore, the students would have a visualization of what they would do in their role play performance.

The teacher was showing the example of role play. A week later, after giving the announcement, brief explanation, and teaching material used in role-play activity, the teacher showed the students an example of role play. Melati mentioned that the teacher gave an example. The teacher gave an example of how to do the role play. Also, the sample was presented, such as what are common phrases used in role play, how the intonation used, and gimmick used in role-play.

Moreover, she added that the example was about several aspects in doing the role play. She said “the teacher gave an example of expression, an intonation, a facial expression that existed in drama. In this context, the notion of drama is similar to role-play activity.”

The students were grouping the members of the role play. After knowing what to do in the role play, the teacher began to divide the students into several groups of role play. Ujang, Mawar, and Melati said that the students were asked to make their group of role play. Besides, Ujang also stated, “the students were divided into several groups based on who attended in that class at that time.” According to Magos and Politi (2018), small groups are better to make the students feel confident. On the other hand, Melati explained, “After the students assembled with their groups, the groups decided their roles in the story of role play.” Hence, considering the number of members in a group is quite crucial to create an active role-play.

The teacher was distributing roles in the role play. Accordingly, the next stage, after deciding the group members was spreading the characters in the role-play. Ujang, Mawar, and Melati mentioned that the students chose their roles in role play. In this situation, the characters were determined based on consensus. As indicated by Melati, she said “in Literary Appreciation course, the teacher distributed the script, and then the roles were determined randomly based on the result of group discussion.” Thus, the groups started to discuss what they need to do in their upcoming role-playing performance.

The students were creating the role play. Then, each group began to create a role-play. Melati said that we were asked to create a role-play. It means

that the students are free to explore their imagination into their role-play activity. According to Huang (2008), the dialogues and situations in role-play can be arranged by the teaching material, the teacher, or the students themselves. Moreover, Huang (2008) also added that to make an interesting role-play, the situation of the story is better to be chosen by the students themselves. To sum up, the students need to be allowed to explore their imagination by making their dialogues.

Giving time to prepare the role play. Accordingly, the teacher should provide the students with time to prepare. As mentioned by Ujang, he said “Teacher gave time to prepare the role play.” The statement is in line with Kodotchigova (2002), who mentioned that after the teacher chooses the role-play situations, students should have an opportunity to practice what they learned. Anyway, the preparation itself is not that simple. There were several things to do while preparing the role play. As mentioned by Ujang, he stated that the preparation in role play includes grouping the members, deciding the roles of role play, and preparing the properties and equipment for role play. However, all the text and properties to do the role play have been provided by the teacher. Mawar stated that “we were provided with texts to read and memorize.” She also mentioned that “we were given several properties such as flowers, crowns, and trees imitation.”

Moreover, Mawar mentioned that the students should memorize the given story. Therefore, Melati argued that the teacher provided the students with a script and then the students were asked to improvise when performing the role play. Thus, it can be concluded that the type of role play implemented was unscripted

role play. It is because the students were still given a chance to improvise, and when the time they perform the role-play, they were not provided with a script. According to Krebt (2017), the circumstances of unscripted role-play do not depend on written texts. Accordingly, unscripted role play is well-known as a free role play or improvisation (Krebt, 2017).

Role-playing performance. After preparation was done as well as the group members were ready to perform, the students started to perform the role play in front of the classroom. The students can show the maximum level of their role play performance when they are ready and confident to perform (Huang, 2008). In this part, every student should be involved in role play activity. Ujang mentioned that students did the role play. The role play was done in front of the classroom. As mentioned by Melati, she said “we did the role play in front of the classroom.” Moreover, Melati explained that each role play performance spent approximately 3-5 minutes for each group. In the end, after a particular group was done with the role play, then the role play go with the next group. Mawar stated that students take turns the role play with another group.

The teacher was giving feedback. Lastly, after all the stages were done, the teacher began to provide feedback or evaluation of students’ performances. As mentioned by Mawar, she said that the teacher gave feedback concerning the plot of the role play story. According to Kodotchigova (2002), there is a need to set some time for teacher and students to talk about the carried performance. At first, teacher asked the students to retell what story was being played by the students. It is also mentioned by Ujang, who stated that “teacher asked students to retell about story being played.” Huang (2008) supported that the teacher is necessary to

check students understanding about the role play such as dialogues conversation, language used, and any other aspects. After knowing some missing part of the story, the teacher began to fix it so the students knew their mistakes while running the role play. Mawar and Melati mentioned that teacher gave reflection from the group performances of role play. In this context, the notion of reflection is similar to feedback. Mawar also added “the students were informed about the story that they should play.” Overall, as mentioned by Melati, she stated that teacher gave some comments, advices, and review about students’ role play performances in the classroom.

On the other hand, the teacher should also consider the students’ aspect after giving the feedback. According to Huang (2008), the teacher needs to keep students’ feeling of losing the satisfaction after conducting a performance. Therefore the teacher should not analyze every mistake they made. Mawar stated that the feedback was in terms of praises or telling what they have to do. Accordingly, the given feedback were various to evaluate the students’ performances; in this case, giving compliments is one of them. In brief, the students need to be given brief notes of their role-play performance so that it can be a reflection in their learning process.

In conclusion, there were 9 activities found in the implementation of role play in the classroom. Meanwhile, there were 6 activities in the implementation of role play mentioned in the literature review. All the six activities listed in the literature review were done by the teacher in the classroom. However, there were three more activities that were not mentioned in the literature review, such as announcing the role play activities, giving time to prepare role play, and showing

example of the role play. Thus, it can be said that all of the activities done in the classroom were in accordance with the literature review mentioned in this study.

Students' Responses on The Implementation of Role Play

In this part, the research question of this study is questioning the students' responses to the implementation of role-play. The study shows several findings that were taken from the three participants. The three participants shared various responses on the implementation of role play. The responses are divided into two types. Those types are positive responses and negative responses.

Positive responses. The participants shared their responses to role-play differently. There are four positive responses to the implementation of role-play. Those responses are Students are happy to have role play, students are not feeling bored in role play, students are entertained through role play assignment, and students are enthusiastic to welcome the role play.

Students are happy to have role play. The three participants mentioned that the implementation of role play makes them feel happy in various terms. According to Ujang, "Students feel happy when they work together with friends in role play activity." Moreover, Ujang added, "Students will feel happy if they are in the same group with some close friends." In addition, Ujang feels happy because the learning process in the classroom varies. Besides, Mawar also stated her response about role play. She said, "Students feel happy because they can express themselves." On the other hand, Melati was happy and afraid at the same time. She mentioned that I feel happy and also afraid when teacher implemented role play in the classroom. However, they also said that she was happy when the learning in the classroom was not monotonous so that the learning became more

attractive and interesting. Happy is a feeling of joy and pleasure (Oxford dictionary). Inal et al. (2012) also stated that in the learning process, students' feeling and behaviour could change because of their attitudes. Overall, the participants emphasized that they were happy with role play.

Students are not feeling bored in role play. The two participants, Ujang and Melati, mentioned that they do not feel bored whenever the teacher implemented role play in the classroom. As Ujang mentioned in his statement, he said that we were not bored because the teacher implemented role play. Besides, Melati also had different arguments about why she did not get bored when the role play was implemented. Melati said "Students did not get bored because the activity becomes more joyful and attractive when role play is used". She also added that when role play was being applied, the learning activity became not monotonous, so that the students do not feel bored. Accordingly, Montano and Kasprzyk (2008) supported that someone's attitude or behavior toward something can be changed and become difference influenced by their beliefs towards it. Thus, even if for the first time, students felt bored about teaching material in the classroom, but role play can change their attitudes.

Students are entertained through role play assignment. In this case, the notion of entertained is not similar to happy because happiness came from inside and entertained comes from outside. In this study, the researcher found that some students felt to enjoy the role play since they can express themselves. In spite of the first time, some students felt shy since they have to perform in front of audiences. However, the students felt enjoy eventually. Mawar asserted "some students felt to enjoy afterwards." Mawar also added that the students keep

enjoying the role play activity. The students were enjoying the role play because some students looked weird and told some blurry words. As mentioned by Mawar, she said that some students felt enjoy because some students could not memorize the script of drama so that the performance looked funny. Some students looked funny because they performed inappropriate plot story of the role play. According to Brown (2000), students behaviours or attitudes can be changed by a particular action since it deals with any feelings and emotions. Hence, it showed that role play could make a fun learning environment for students in the classroom.

Students are enthusiastic to welcome the role play. The findings showed that some students shared a positive response, such as felt enthusiast about the role play itself. Some students felt enthusiastic because there were a lot of activities in role play. Melati mentioned “I felt enthusiastic with role play since it varied.” The previous statement made the researcher curious about is role play has various activity. Then, the participant explained that in that course, role play was done in various activities such as reading the poem and doing drama. Besides, Mawar also mentioned that some students felt enthusiast of role play because they wanted to know how the feeling when involved and played in role play performance. According to Montano and Kasprzyk (2008), someone would perform positive attitudes since they hold a strong and positive belief. Melati’s response at the first time when the role play was announced was curious. Moreover, Melati also stated that students curious and enthusiast with role play activity. Eshghinejad (2016) mentioned that in learning, attitudes have a vital role in affecting someone’s behavior toward the language. Some students were curious about the upcoming performance that they would face. No need a long time after

her previous statement, Melati added that she was curious about what they were going to do in the role play and how the role play would be.

Negative responses. There were also negative responses shared by the participants on the implementation of role play itself. The study found two negative responses to the implementation of role play. Those are students are shocked when role play assignment was announced and students experience anxiety in doing role play.

Students are shocked when role play assignment was announced. At the first time role play was announced, some students were shocked. As mentioned by Mawar, she said “we all were shocked.” Without giving more statements, that was the only statement when she was asked about her response if the teacher would conduct the role play. After several conversations, she finally shared why some students felt shocked. Mawar stated that students shocked when the role play activity was announced because they have no preparation for it. This because the participant was not motivated with the course so that she did not pay attention to the announcement at the first time.

Students experience anxiety in doing role play. Melati stated that some students were afraid when they were given a task to make role play performance because there were a lot of preparation and practices to do it. In this case, the participant thought that there were many aspects to consider in doing role play, therefore, they need to prepare in order to make a good role play. Melati also mentioned that she was worried if the role play performance is not good enough to please the audiences. Thus, role play, at the same time, could make some students afraid of it.