

## Appendices

### Appendix 1

#### Interview Guideline

The implementation of role play in communicative language teaching:

A case study in English Language Education Department

Research Question :

1. How is the implementation of the role play as a CLT activity from the students' point of view?
2. What are the students' responses on the implementation of role play?

| Research Questions   | Interview Questions  |
|--|--|
| <p>1. How is the implementation of the role play as a CLT activity from the students' point of view?</p> <p>2. What are the students' responses on the implementation of role play in the classroom?</p> | <p>1. Ketika guru di kelas memberi tahu akan menerapkan <i>role play</i>, bagaimana tanggapan atau respon kalian?</p> <p>2. Bagaimana tahapan-tahapan yang guru Anda lakukan dalam mengimplementasikan <i>role play</i>?</p> |

## Appendix 2

### TABEL KATEGORISASI DAN FAKTA SEJENIS

**RQ 1 : How is the implementation of role play as a CLT activity from the students' point of view?**

| The Implementation of Role Play form Students' Perspective |   |   |
|--|---|---|
| No.  | Interpretation  | Compacting Facts  |
| <b>1.</b>  | <b>Announcing Role<br/>Play Assignment</b>                      | Teacher gives an announcement about role play activity (P3.9)             |
| <b>2.</b>  | <b>Distributing<br/>Teaching Material<br/>Used in Role Play</b> | Teacher distributes short story as teaching material (P1.3)               |
|  |   | Teacher give texts to read a week before the role play performance (P1.5) |
|  |   | Teacher asks the students to read the story (P1.11)                       |
|  |   | We are provided some texts story to read (P2.14)                          |
|  |   | We are asked to read short story as the teaching material (P2.24)         |
|  |   | Teacher give some instructions about the roles in the role play (P1.14)   |
|  |   | Teacher gives theory about role play (P2.18)                              |
|  |   | Teacher gives explanation about how to do drama (P3.11)                   |
| <b>3.</b>  |   | Teacher gives examples (P3.9)   |

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|           | <b>Showing the Example of Role Play</b>    | Teacher gives examples of phrases, intonation, face expressions that exists in the drama (role play) (P3.15)  |
| <b>4.</b> | <b>Grouping Members of Role Play</b>       | Teacher divides several groups of role play (P1.8)  |
|           |  | Teacher makes some groups (P1. 14)  |
|           |  | Students are divided into several groups based on the students who attend the class at that time (P1.21)  |
|           |  | Students are asked to create their own group of role play (P2.10)   |
|           |  | We are divided into some groups of role play (P3.11)  |
|           |  | Students are divided into groups in a classroom, then the member in each group decides the roles in role play by their own (P3.16)                      |
| <b>5.</b> | <b>Distributing Roles in the Role Play</b> | Teacher gives roles in role play (P1.6)   |
|           |  | Teacher gives roles in the story (P1.9)   |
|           |  | Teacher decides the roles in the story (P1. 15)   |
|           |  | Students determine the roles in the role play story (P2.11)   |
|           |  | In Literary Appreciation course, teacher gives script, then the roles is determined randomly based on the consensus of all members in the group (P3.18) |

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|           |   | Students determine their roles in group of role play (P3.17)  |
| <b>6.</b> | <b>Creating Role Play Script</b>            | Students are asked to create text of role play (P2.22)  |
|           |   | We make a role play performance from the short story that we have read (P2.27)                                    |
|           |   | We are asked to create a role play (P3.13)  |
|           |   | Teacher provides a script taken from the story, then the students are asked to improvise (P3.15)                  |
| <b>7.</b> | <b>Giving Time to Prepare the Role Play</b> | Teacher provides some times to prepare the role play (P1.8)   |
|           |   | Teacher gives time for role play preparation (P1.10)  |
|           |   | Students are doing the preparation by dividing the group of role play (P1.20)                                     |
|           |   | A while before the performance, students are provided some properties to use in the role play performance (P2.17) |
| <b>8.</b> | <b>Role Play Performance</b>                | Students do a role play (P1.11)   |
|           |   | Students take turns the role play with other groups (P2.18)   |
|           |   | We do a role play in front of the classroom (P3.13)   |

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|           |                        | The role play performance spend 3-5 minutes per each group (P3.25)  |
| <b>9.</b> | <b>Giving Feedback</b> | Teache asks the students to retell about the role play that they was played (P1.12)                             |
|           |                        | Students are asked to retell about the story in the role play (P1. 17)  |
|           |                        | After the performance, teacher gives feedback (P2.13)   |
|           |                        | Teacher gives feedback about the plot in the role play story (P2.14)  |
|           |                        | Students were told about the role play story that they should play (P2.15)                                      |
|           |                        | Teacher gives some reflections from the performances of role play groups (P3.19)                                |
|           |                        | Teacher gives comments, advices, and review about the students' role play performances in the classroom (P3.20) |

**RQ 2 : What are the students' responses on the implementation of role play?**

| <b>Students' Responses on the Implementation of Role Play</b> |                       |  |
|---|-----------------------|--|
| <b>No.</b>  | <b>Interpretation</b> | <b>Compacting Facts</b>  |
| <b>1.</b>   | <b>Feel Happy</b>     | Students feel happy because we can work together to do a role play with friends (P1.1)   |
|   |                       | Students feel happy when they are at the same group with their close friends (P1. 2)   |
|   |                       | Students are happy because the teaching and learning in the classroom becomes more various (P1.16)   |
|   |                       | Students feel happy because they can express themselves (P2.1)   |
|   |                       | Students feel happy as well as worried when the teacher began to announce that role play will be done in the classroom (P3.1)                    |
|   |                       | Students feel happy because the activity in the classroom is not monotonous, so that the activity becomes more attractive and interesting (P3.2) |
|   |                       | Students feel happy and enthusiastic (P3.4)  |
| <b>2.</b>   | <b>Not Get Bored</b>  | When the role play is done, the activity in the classroom becomes not monotonous so that the students do not get bored (P3.25)                   |
|   |                       | We do not get bored because the role play is implemented (P1.17)   |
|   |                       | Students do not feel bored because the activity becomes more interesting and attractive when the role play is done (P3.26)                       |
| <b>3.</b>   | <b>Shocked</b>        | We all are shocked (P2.2)  |
|   |                       | Students feel shocked because of less preparation (P2.5)   |
| <b>4.</b>   | <b>Feel Enjoyed</b>   | Students feel enjoyed eventually (P2.3)  |

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|           |                     | Students feel enjoyed because some of them do not remember the drama script, so that the performance looks funny (P2.6)    |
|           |                     | Students keep enjoy (P2.4)   |
| <b>5.</b> | <b>Feel Worried</b> | Students feel afraid to be given role play assignment because to do a role play needs preparation (P3.3)                   |
|           |                     | Students feel worried if their role play performance is not interesting enough (P3.6)                                      |
| <b>6.</b> | <b>Enthusiast</b>   | Students feel curious and enthusiast toward role play (P3.5)   |
|           |                     | Students feel curious about what they are going to do in the role play performance (P3.7)                                  |
|           |                     | I am enthusiastic toward role play because role play is vary (P3.23)   |
|           |                     | Students are enthusiastic because they want to feel how to be involved and take roles in the role play performance (P3.24) |