

The Implementation of Role Play in Communicative Language Teaching: Students' Perspective and Responses

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ABSTRACT

There were various teaching methodologies used to enhance students' speaking skills. One of them is communicative language teaching (CLT). One of CLT technique is role play. Roleplay has many benefits for students language learning, especially in the classroom. The benefits of role play could be optimally perceived by students unless the role play is implemented well. This study aims at the implementation of role play from students' perspective as well as students' responses on the implementation of role play. A qualitative method with descriptive qualitative as a research design was used to obtain the research objectives. The interview was done towards three participants from Literary Appreciation course in English Language Education Department at one private Islamic university at Yogyakarta. Based on the interview, there were nine stages done in implementing role play such as announcing the role play assignment; distributing teaching material used in role play; showing the example of role play; grouping members of role play; distributing roles in the role play; giving time to prepare the role play; creating a role play; role play performance; and giving feedback. Also, there were six responses from students about the role play implementation such as students are happy to have role play; students are not feeling bored in role play; students are shocked when role play assignment was announced; students are entertained through role play assignment; students experience anxiety in doing role play; and students are enthusiastic to welcome the role play.

Keyword: CLT, role play, students' responses.

Introduction

Teachers of English in Indonesia have been implementing various teaching methodologies in order to make their students learn English well, especially speaking skills. For many decades, English has been taught using traditional methods such as the grammar-translation method, drilling method, audiolingual method, teacher-centered, and student-centered. In the last 1970s, some experts found a methodology that is suitable in teaching English speaking skills, namely communicative language teaching (CLT) (Larsen-Freeman, 2000). Accordingly, one of CLT techniques that involves and encourages the learners to use the target language is role play.

Roleplay is one of the activities in CLT that has given some benefits to students in speaking class. Roleplay is beneficial for students because it can boost their communication skills, speaking skills, and interests in learning. Farida (2018) found that some lecturers have implemented role play as one of the activities in speaking class in ELED of a private university. According to the researcher's experience, an ELED in the university in Literary Appreciation course, role-play has been implemented. In spite of role play has been interesting and exiting for some students in the classroom. However, the researcher felt nervous and threatened since about to face the audiences as well as the upcoming performance of role-play in front of the classroom. Therefore, the researcher is curious about some other students' responses on role-play activity since the role-play has some benefits toward students themselves. Besides, the researcher also found that the implementation of role-play was not always done as what is mentioned in the procedure. According to the researcher's experience, ideally, in the last step of role play, some feedbacks about students language used and performance must be given. According to Huang (2008), the teacher should evaluate the implementation of role play and make sure that students have understood the language used in the role play. However, there was less feedback given about the students'

performance so that the students still did not know about the correct language functions used in their English speaking. Therefore, there is a need to conduct the study in revealing on how the implementation of role play as a CLT method as well as revealing the students' responses about the implementation of role-play in teaching speaking at the English Language Education Department of one private Islamic university in Yogyakarta.

Communicative Language Teaching (CLT)

One of the methodologies used in the classroom is CLT. According to Richards (2006), Communicative Language Teaching (CLT) is a lot of principles concerning teaching language goals, how learners learn language, the activities in the classroom that best facilitate learning, and teachers and learners roles in the classroom. CLT is an approach that emphasizes the importance of communicative aspects rather than grammatical aspects and vocabulary development (Richards & Rodgers, 2001). Richards (2006) also states that the teaching goal of communicative approach is that the students are communicatively competence.

Role Play

Roleplay can be defined in many ways. Krebt (2017) asserts that role play activities can be represented as how the students act in a certain situation and context. This is in line with Budden (2006), who mentions that role play is an activity of speaking in which someone puts him or herself into an imaginary situation. Asman (2016) also mentions that the role play activity allows the students to behave like another person in a specific situation (Yen, Huei, & Kuo, 2013). Krebt (2017), as cited in Blatner (2009) states that the role play activity can indicate and estimate the way of student acting when they are faced with a situation that needs to solve. Accordingly, Nunan (2003: 57) mentioned that "role plays are also excellent activities for speaking in the relatively safe environment of the classroom."

There are various types of role play. According to Krebt (2017), role-play has three kinds, namely scripted role play, semi-scripted role play, and unscripted role play. Firstly,

Harper-Whalen and Morris explain that in a fully scripted role-play, the students are provided with texts, however the students still have to memorize and understand their own role in the role-play (as cited in Krebt, 2017). This is in line with Byrne (1986) who says that scripted role play can be defined as a role play activity that generates the interpretation of the written text of dialogue or reading into the form of speech.

There are several major stages in the implementation of role play. Huang (2008) suggests that in order to employ a role play, some following stages must be followed. First of all, the teacher should choose what kind of teaching materials will be used in the implementation of role play. The teacher should select the material in advance. In some situations, teachers can also create authentic teaching materials for role-play activities by themselves. The teaching materials must be chosen based on teaching goals, students' level and interests, and appropriateness for teaching. Second of all, the teacher must select a situation or situations to be implemented in the role play. After the context already chosen, students should plan how to develop the situation in the role play. Accordingly, the third procedure is dealing with how the language used in the role play will be applied. The fourth procedure is to make sure that students have practiced before the performance. The fifth procedure is to encourage students to change the situations and dialogues. The teacher must make sure that students have been familiar with the original situation in the role play. The sixth stage is to review the activities carried out by students. The teacher should evaluate the implementation of role play and make sure that students have understood the language used in the role play.

Students' Responses

Response is a feeling or action as a form to answer a stimulus. As mentioned by Thinkmap (2019), he stated that responses s a reaction form a given question, experience, or any kind of stimulus. According to Treglia, response is an action or act of responding (as by

an answer), a responsive or corresponding act or feeling, or a responding act to a motivation force or situation (2008). This is in line with Treglia (2008) who mentioned that responses in the action of giving a response, reply, or an answer. However, in this study, the term of response is dealing with students' experiences and feeling about the role play activity.

There are several types of response. According to Borich (2000), students responses in the classroom are divided in two kinds such as desired or undesired responses. Besides, Thurston mentioned that in terms of the type, responses are divided into non-verbal and verbal responses (as cited in Borich, 2000). In this study the researcher need to evoke students' responses since responses are essential in teaching and learning process.

Research Methodology

This study used qualitative method as the research methodology. Qualitative descriptive was implemented as a research design in order to conduct the study. This research was conducted at English Language Education Department (ELED) at one private Islamic university in Yogyakarta. The three participants were taken for the study from the Literary Appreciation course. The researcher chose this class because this class has applied role play as the teaching technique. Three students were taken from Literary Appreciation course with criteria. The students was divided into three categories namely high motivated student, medium, and low motivated student. The study used interview as the instrument of the study. Interview guideline was used in this study. The type of interview that was used in this study was standardized open-ended interview. In order to analyse the data, the researcher conducted some steps such as transcribing the data, member checking, and coding.

Findings and Discussion

Based on the interview, the researcher found some stages as well as students' responses on the implementation of role play. There are several stages done by the teacher in the classroom, such as the teacher announced the role play, teacher distributed the material, the teacher was showing the example of role play, the students were grouping the members of the role play, the teacher was distributing roles in the role play, the students were creating the role play, giving time to prepare the role play, role-playing performance, the teacher was giving feedback. Also, there were two responses from the students on role play, such as positive and negative. The positive responses such as students are happy to have role play, students are not feeling bored in role play, students are entertained through role play assignment, students are enthusiastic to welcome the role play. The negative responses such as students are shocked when role play assignment was announced and students experience anxiety in doing role play.

The Implementation of Role Play Activity

At the first time, the teacher announced the students that they would conduct role-play in the classroom. After announcing the role play assignment, the teacher distributed short story as the material to read by students to do 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. After the teaching materials were distributed, the teacher began to explain about the 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. After knowing what to do in the role play, the teacher began to divide the students into several groups of role play. According to Magos and Politi (2018), small groups are better to make the students feel confident.

Accordingly, the next stage, after deciding the group members was spreading the characters in the role-play. Then, each group began 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.

Accordingly, the teacher should provide the students with time to prepare. Moreover, Mawar mentioned that the students should memorize the given story. 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. Lastly, after all the stages were done, the teacher began to provide feedback or evaluation of students' performances. According to Kodotchigova (2002), there is a need to set some time for teacher and students to talk about the carried performance. 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.

Students' Responses on The Implementation of Role Play

The responses are divided into two types. Those types are positive responses and negative responses. The participants shared their responses to role-play differently such as students are happy to have role play. The three participants mentioned that the implementation of role play makes them feel happy in various terms. 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. Also, students are not feeling bored in role play. 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. 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.

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. 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. 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.

Conclusion

This study aimed to investigate the implementation of role play based on students' perspective. There are two objectives of this study. The first, this research tried to investigate how role play was implemented in ELED at one islamic private university in Yogyakarta. The second, this research also tried to reveal students' responses on the implementation of role play in the classroom. In conclusion, the implementation of role play in ELED at one Islamic private university in Yogyakarta was well implemented. However, the motivation of the

students themselves were low since the participants said that they were not really motivated in that course. Besides, the students were mostly giving positive responses on the implementation of role play since four out of six responses were positive.

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