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Setting Sight on Role Playing: To Accommodate or to Repudiate?

ABSTRACT: *Role play is the main important technique in CLT (Communicative Language Teaching), as it gives students a lot of prospects to practice communicating of various social contexts and in different social roles. To set sight on role play by means to look at EFL (English as a Foreign Language) teacher's experience and students' perspectives of role play technique enactment in teaching speaking by using qualitative design. This study provided framework for the instrument of observation sheet adapted from J. Brown (2001), field notes adapted from C. Marshall & G.B. Rossman (2006), and interview guide adapted also questionnaire from P. Islami & T. Islami (2013). The methodology designated the combination of four mountainsides to expose in-depth the urgency of role play in which applied since 1936. The result of interview exposed that the English teacher claimed that role play is a technique applied to promote speaking and it is corroborated by the result of field note. In addition, speaking of students' perspective depicted that the students indeed agreed themselves of the usefulness of role play to enhance their speaking skill and motivation. Thus, students asserted that the learning is more fun and enjoyable through role play. The researchers recommended to have a deep look at reasoning students' point of view in terms of role play technique implementation in non-English class. And see ascertains how beneficial, it is in terms of role play in a large classroom.*
KEY WORD: *Perspective; English as a Foreign Language; Setting Sight; Role Playing; Communication Skill.*

RESUME: *"Menata Pengamatan pada Bermain Peran: Untuk Mengakomodasi atau Mengabaikan?". Bermain peran adalah teknik penting dan utama dalam CLT (Pembelajaran Bahasa Secara Komunikatif), karena memberi siswa banyak prospek untuk berlatih mengkomunikasikan berbagai konteks sosial dan peran sosial yang berbeda. Mengacu pada permainan peran dengan cara melihat pengalaman guru EFL (Bahasa Inggris sebagai Bahasa Asing) dan perspektif siswa tentang teknik permainan peran dalam pengajaran berbicara dengan menggunakan desain kualitatif. Studi ini memberikan kerangka kerja untuk instrumen lembar observasi yang diadaptasi dari J. Brown (2001), catatan lapangan yang diadaptasi dari C. Marshall & G.B. Rossman (2006), dan panduan wawancara yang juga mengadaptasi kuesioner dari P. Islami & T. Islami (2013). Metodologi tersebut menetapkan kombinasi empat hal penting untuk mengungkapkan secara mendalam urgensi permainan peran yang diterapkan sejak 1936. Hasil wawancara mengungkapkan mengenai guru bahasa Inggris yang mengklaim bahwa bermain peran adalah teknik yang diterapkan untuk mempromosikan pembelajaran dan ini diperkuat oleh hasil catatan lapangan. Selain itu, berbicara tentang perspektif siswa menggambarkan bahwa para siswa benar-benar menyetujui kegunaan bermain peran untuk meningkatkan kemampuan berbicara dan motivasi mereka. Dengan demikian, siswa menegaskan bahwa pembelajaran lebih menyenangkan dan menggembirakan melalui bermain peran. Para peneliti merekomendasikan untuk melihat secara mendalam penalaran tentang sudut pandang siswa dalam hal penerapan teknik bermain peran di kelas non-Inggris. Dan mengingat betapa ada manfaatnya, maka hal itu perlu dilakukan bermain peran di kelas yang lebih besar.*
KATA KUNCI: *Perspektif; Bahasa Inggris sebagai Bahasa Asing; Menata Pengamatan; Bermain Peran; Kemampuan Berkomunikasi.*

INTRODUCTION

Role play, according to D.L. Freeman (2000), is the main important technique in CLT (Communicative Language Teaching), as it gives students a lot of prospects to practice communicating of various social contexts and in different social roles (Freeman, 2000). To avoid the disadvantages of using role play technique, there are some ways to minimize the disadvantages needed to be deliberated. These issues relate to four main phases of a role-play, namely: preparing, briefing, running, and reflecting (Hartmann, Doree & Martin, 2008).

Role play is a technique in English teaching, in which students learn in an imaginary situation or role in order to develop the students' fluency. Moreover, role play in the classroom involves students actively in the learning process by enabling them to act as stakeholders in an imagined or real scenario (Manorom & Pollock, 2006).

According to R. Teed (2009), role play instruction requires good preparation and management (Teed, 2009). Role play is used as a technique for teaching insight and empathy competence (Blatner, 2005). In this context, A. Blatner (2009) defines role play, a derivative of a playing role, as a technique for exploring the issues involved in complex social situations (Blatner, 2009).

According to G.P. Ladousse (2004), role play is a communicative technique developing fluency in students' speaking (Ladousse, 2004). G.P. Ladousse, as cited also in A.D. Susanti (2007), again states that role play provides more fun to students rather than threaten them (Ladousse, 2004; and Susanti, 2007).

Findings of a number of previous studies suggest that role play improved students' speaking skill and English teachers' pronunciation (*cf* Hartmann, Doree & Martin, 2008; Qing, 2011; Islami & Islami, 2013; and Westrup & Planander, 2013). Dealing with the previous studies of role play technique, the researchers conducted this research based on the journal published on *Cross Culture Communication*, Volume 7(4), by X. Qing (2011).

This study was about role play as an effective technique to develop overall communicative competence. It further explained the details of role play activity from the teacher's side and the students'. Moreover, this article also revealed benefit of using role play in enhancing speaking ability.

In addition, U. Westrup & A. Planander (2013) depicted that role play ran well in the classroom and the students perceived toward the implementation of role play technique in the classroom (Westrup & Planander, 2013). This article mostly discussed the impacts of role play for students. However, the researchers found yet no research discussing the perception by EFL (English as a Foreign Language)'s English teacher and students towards role play technique in teaching speaking in Aceh, Indonesia. Therefore, this study would fill in this gap.

LITERATURE REVIEW

Role Play. To effectively unfold the advantages of role-play, some critical design issues needed to be taken into account. These issues related to four main phases of a role-play, namely: preparing, briefing, running, and reflecting (Hartmann, Doree & Martin, 2008).

Firstly, *Preparing*. Role play must be embedded in the overall learning strategy of the course or curriculum, and had to contribute to the course objectives. Preparing phase was the pre-activity when the teacher implemented role play technique in the classroom. The objectives and function of a role play must be clearly defined. A role play must be placed at the beginning of a course in order to introduce a subject. It also brings into play as supplement to a topic which was being discussed. It could even be the focal point of a course through which critical aspects were studied.

There were four possible constraints that should be considered when implementing a role play into a course: (1) the classroom should be suitable, e.g. movable furniture; (2) there should be enough time available

particularly for the feedback at the end. Currently, the time which was needed to implement role play technique one hour lesson, it counted 40 minutes; (3) the teacher should provide the situation which would like to do; and the last, (4) the teacher divided the students in group (*cf* Fry, Ketteridge & Marshall, 1999; Baden, 2003; and AE, 2010).

Secondly, *Briefing.* An essential part of each role play was the briefing of the actors about the situation and the characteristics of their role (Brown, 2001). This phase placed in whilst activity of implementing role play technique. For this purpose, the role scenario and role description had to be scripted. The role scenario set the background of a particular problem and the associated constraints. The role description provided the profile of the people involved.

The scenario and description needed to be close to the actual situation or problem, but should avoid irrelevant facts and too many conflicts. In order to create confidence and to ease understanding and knowledge construction, briefings should be written in simple, clear language, and be based on the existing experience and knowledge of the students (Abidin *et al*., 2012). In this phase, the teacher should provide the example.

Thirdly, *Running.* Running also placed in whilst activity of role play technique implementation. There were several forms of running a role play, which form was chosen depends on the objectives of the role-play and the extent to which students were involved (Westrup & Planander, 2013). For example, in a single role play only a few students performed while being observed by the class, whereas in a multiple role play groups of students were simultaneously active. An advantage of the former was that the whole group could share and discuss its observations, while the latter created an environment where the student felt less embarrassed and exposed.

The teacher fulfilled different functions during a role play. She/he provided additional information if necessary, controlled the time, motivated students, and intervene in case of poor performance or emotional escalation (Harden & Crosby, 2000).

Fourthly, *Reflecting.* The most important activity in role play was reflecting. This was the post-activity of implementing role play technique. During reflection, students step back and discuss what happened in the role play, identified the reasons for the observed behavior, and outcomes as well as drew conclusions for improvements (Westrup & Planander, 2013). By doing so, students should be able to relate their observations to other parts of the course.

Thus, the links with previous and further teaching should be pointed out. Reflection could be achieved by posing questions verbally discussed in the classroom or answered in written documents. If possible, reflection should be placed immediately after the role play, so that students are able to recall their behavior and observations. Moreover, the time needed for reflection should not be underestimated, since role play usually produced a lot of discussion material (McClure, 2002; and Reed & Koliba, 2003).

Speaking Skill. Speaking was a complex skill requiring the simultaneous used of a number of different abilities, which often develop at the different rates. Either four or five components were generally recognized in analyzing the speech process (Fata, 2014).

According to A. Mahfuddin (2015), there were five principles of teaching speaking: (1) by teaching speaking, students were hoped could overcome their initial reluctance to speak. The ways which could help them were teacher; the teacher was expected to be able to encourage, provide opportunity, and started to speak from something simple; (2) gave students emancipation in speaking. It meant they were freely to speak whatever they wanted, but must be in English; (3) it provided an appropriate feedback in order to inform them, whether their speaking was good enough or needed to be increased; (4) it combined speaking with listening and reading; and finally, (5) it incorporated the teaching of speech acts in teaching speaking (Mahfuddin, 2015).

Teacher was better not only teaching how to say or to give response to others, but more specifically how to organize their thought. M. Ments (1999) said that teaching speaking was to teach learners to: firstly, produce the English speech sounds and sound patterns, as confirmed by X. Qing (2011); secondly, use word and sentence stress, intonation patterns and the rhythm of the second language as supported by I.A. Fata (2014); thirdly, select appropriate words and sentences according to the proper social setting, audience, situation, and subject matter; fourthly, organize their thoughts in a meaningful and logical sequences; fifthly, use language as a means of expressing values and judgments; and sixthly, use the language quickly and confidently with few unnatural pause, which is called as fluency (*cf* Ments, 1999; Qing, 2011; and Fata, 2014).

RESEARCH METHOD

This research was a qualitative study (Denzin & Lincoln, 2000; Flick, 2007; and Gregorio & Davidson, 2008). It was discharged at a Senior High School in Banda Aceh, Indonesia. At first, the researchers appointed five of role play English teachers; however, only one of them agreed to be interviewed. Thus, the subject of this research was one of English teacher and she eventually had more than twelve years of experience of teaching English and practicing Role Play technique frequently in teaching speaking. Thus, she qualified for the subject of this research.

As the respondent, first time, we distributed questionnaire of more than 50 sheets; however, only 28 students gave it back (Acharya, 2010). In the interim, the object of this study was the students' insights of the implementation of role play technique and implementation of role play technique itself. The researchers obtained data starting point from the observation sheet adapted from J. Brown (2001), field notes adapted from C. Marshall & G.B. Rossman (2006), and interview guide also questionnaire adapted from P. Islami & T. Islami (2013).

RESULTS AND DISCUSSION

Data of Observation. Through observation, the researchers were surprised by the result that the teacher applied almost all of the role play's phases in teaching and learning speaking process, which were preparing, briefing, running, and reflecting phase. See table 1.

However, there were five points in number 4, 7, 13, 19, and 20 of observation sheet that the teacher modified the role play technique.

> *(E1):*
> *The teacher should consider the class is suitable for movement.*
> *-The teacher checks the condition of the classroom whether the chairs and tables are suitable for the movement or not ("Observation Sheet", 2015; and "Field Notes Form", 6/4/2015).*

This finding is in line with the statement of T.V. Savage & M.K. Savage (2010), which state that classroom management was much more than that, besides, it also involved the establishment and maintenance of the classroom environment, so that educational goals can be accomplished (Savage & Savage, 2010). M.H. Tak & W.L. Shing (2008) delineate classroom management as teacher's steering and coordinating the complex environment for the purpose of effective learning and teaching (Tak & Shing, 2008).

Actually, the classroom was movable, so the students could move their chairs and tables while grouping, discussing, and performing. However, the teacher paired the students who sat next to each other, so they did not move around. For that reason, the teacher did not change the seat. Again, according to M.H. Tak & W.L. Shing (2008), there were some common seating arrangements which include horizontal rows, vertical rows, circles, and long tables which serve different purposes (Tak & Shing, 2008). Although it has several seating arrangement, but the English teacher committed not to do it accordingly.

> *(E2):*
> *The teacher asks the students to prepare the properties for the role-play.*

Table 1:
Observation Sheet

No.	Observed Aspects	Teacher's Implementation		Students' Response	
		Yes	No	(+)	(-)
	Pre-Activities (Preparing phase):				
1.	The teacher greets the students. -The teacher says "*Assalamualaikum*" and reciting *do'a* together with the students.	✓		✓	
2.	The teacher checks the attendance list. -The teacher calls the students one by one.	✓		✓	
3.	The teacher gives the apperception. -The teacher ask the students' conditions, give the idea about what they are going to learn, and explains the purpose of the study.	✓		✓	
4.	The teacher should consider the class is suitable for movement. -The teacher check the condition of the classroom whether the furniture is suitable for the movement or not.		✓		✓
5.	The teacher should consider the available time particularly for the feedback at the end. -The teacher can use 90 minutes of the time in teaching effectively to do all phases	✓	✓		
6.	The teacher uses media as the teaching aid. -The teacher brings some example of dialogue or some video in the laptop to show for the students.	✓	✓		
7.	The teacher asks the students to prepare the properties for the role-play. -For the certain role which is asked by the teacher; the students prepare all the things they need.		✓		✓
8.	The teacher grouped the students. -The teacher divides the students to work in group which contain three or four people in a group.	✓		✓	
	Whilst-Activities (Briefing Phase):				
9.	The teacher gives the situation or problem for the role play. -The teacher explains the topic for which role they are going to play.	✓		✓	
10.	The teacher provides clear sequences. -The teacher provides example of role which they are going to play.	✓		✓	
11.	The teacher gives clear instruction. -The teacher command the students what should they do in the first time until the last time.	✓		✓	
12.	The teacher gives a task related to the topic. -The teacher asks the students to create the dialogue based on the role they are going to play.	✓		✓	
13.	The teacher assigns what role should be played by which student. -The teacher divides the role for each student.		✓	✓	
	Whilst-Activities (Running Phase):				
14.	The teacher conducts students-centered classroom. -The teacher gives the students' time to accommodate a whole classroom to express their idea.	✓		✓	
15.	The teacher motivates the student in case of poor performance while doing role play. -The teacher comes to the students' groups and talks to them if there is any problem or not in their group. In case the students faced the difficulties, the teacher help them by explaining more detail and giving the in depth example about the role. The teacher also gives some command to boost their spirit in doing role play.	✓		✓	
16.	The teacher control the time while the students doing role play. -The teacher gives the students 30 minutes to create the dialogue and 35 minutes to play their role and for the feedback.	✓		✓	

No.	Observed Aspects	Teacher's Implementation		Students' Response	
		Yes	No	(+)	(-)
17.	The teacher provides the model/example/new vocabulary or expression used in the role-play to encourage their performance. -In case the students only use the same word or vocabulary in some terms; the teacher gives another word to replace the same word before.	✓		✓	
18.	The teacher monitors the students during the task. -The teacher walks around the classroom and stands in a group for a while to check their work.	✓		✓	
19.	The teacher asks the students to relate the activity to other part of the course. -After practicing the role, the teacher asks the students to relate their comprehension about what were they do with another aspect.		✓		✓
	Post-Activities (Reflecting Phase):				
20.	The teacher asks for the students' comment or opinion about what happened in the role play. -The teacher encourages the students to speak to give their comment or opinions about what they have been done.		✓		✓
21.	The teacher asks the students to conclude the result. -The teacher asks the students to conclude all their work based on their comprehension.	✓		✓	
22.	The teacher provides feedbacks and corrections. -After the students give their comment and conclude the result, the teacher gives the feedback about their performance and also correcting their wrong part when practicing.	✓		✓	
23.	The teacher clearly defines about objectives and function of role play technique. -In the end of the activity, the teacher states the purpose and function of doing role play.	✓		✓	

Notes: Adapted from J. Brown (2001).

-As the teacher requested that the students have to prepare all the things they need ("Observation Sheet", 2015; and "Field Notes Form", 6/4/2015).

This finding supported the theory of R.W. Cole (2008), which stated that it was the teacher's role to provide effective plans or strategies in accomplishing students' educational needs, whose general purpose was to communicate using the language being learnt (Cole, 2008). These implied that it was teacher's responsibility to make students speak English by employing suitable teaching strategies of speaking.

The teacher asked the students to perform unscripted role play. Meanwhile, the teacher planned to perform role play technique in order to increase the students' capabilities in speaking English. Therefore, she did not ask the students to prepare the properties.

(E3):
The teacher assigns what role should be played by which student.
-The teacher divides the role for each student ("Observation Sheet", 2015; and "Field Notes Form", 6/4/2015).

This result was in line with L. Jones (2007), who reveals that a student-centered classroom was a place where we consider the needs of the students, as a group and as individuals, and encourage them to participate in the learning process all the time (*cf* Jones, 2007; and Fata *et al.*, 2015). The teacher's role was more than that of a facilitator.

For this statement, there was a different perspective from both the teacher and students. The teacher did not divide the role for each students, she gave free role to choose with their peer-learning. However, the students felt happy to choose the role

by themselves without any commands from their teacher. It is supported that these activities were learner-centered. Learners worked independently and the teacher was not at the center of attention, she could stand back and listened more actively.

> *(E4):*
> *The teacher asks the students to relate the activity to other part of the course.*
> *-After practicing the role, the teacher asks the students to relate their comprehension about what they did with other aspects* ("Observation Sheet", 2015; and "Field Notes Form", 6/4/2015).

This data supported the theory of A. Blatner (2009), who devotes that the role play instruction requires good preparation and management (Blatner, 2009). The teacher skipped this statement since she had already done a similar one in advanced. In the point 15 reflected that the teacher told the students to ask her about what they did not fathom out.

Moreover, she told them to reflect with other aspects when they created the dialogue. The researchers concluded that the teacher skipped for the same reason of the statement in order to limit the using of time.

> *(E5):*
> *The teacher asks for the students' comment or opinion about what happened in the role play.*
> *-The teacher encourages the students to speak to give their comment or opinions about what they have done* ("Observation Sheet", 2015; and "Field Notes Form", 6/4/2015).

This finding supported the statement of G.P. Ladousse (2004), stating that role play was a communicative technique developing fluency in students' speaking (Ladousse, 2004). Therefore, the teacher also skipped this point. In point 21, the students were asked to summarize the play and learning. This led to an assumption that the teacher told them once to do the similar action. When the students concluded the result of the learning process, the students also gave their opinions and comments, hence to reduce the repetition the teacher skipped the point.

Based on the observation, the researchers found that the students performed their role play in front of the class without any written dialogue in their hands. Subsequently, the students capable to speak English fluently without any created dialogue. Thus, the researchers concluded that the students get aheaded of performing the role play.

Data of Interview. In the list of the interview question adapted from P. Islami & T. Islami (2013), the teacher explained how she implemented role play technique. See table 2.

According to the teacher's answer from the interview, she told the students the condition before running the activity. In addition, she gave the condition prior to assigning the role play.

> (E1):
> *Sebelum ibu memulai pelajaran dengan menggunakan role play, ibu ada bilang ke siswa kita hari ini akan belajar menggunakan role play technique?*
>
> Question: "Did you discuss the situations with the learners before assigning role play to them?"
> Teacher's answer: "*Ibu ada bilang kita hari ini bermain peran*" [I told them that we were going to play the role] (interview with Respondent I, 6/4/2015).

As A. Blatner (2005) defines role play as a derivative of a playing role, a technique of exploration of the issues involved in complex social situations, she gave the condition or the topic which would be discussed (Blatner, 2005). This is a must for her to tell the students in order to make them understand and make the lesson done well. For the reason, as the teacher realized that telling the students what they were going to do and explaining the condition or the topic for the students prior to assigning role play technique were important, thus she did it in performed role play technique.

The teacher applied unscripted role play technique for students. She told the students to create their own dialogue to perform their role.

Table 2:
Interview Questions

Name   :
Teaching year period   :

1. Did you discuss the situation and topic with the learners prior to assigning role play to them?
2. Did you set some main phases or steps to apply role play technique?
3. How was the students' response in implementation of role play technique?
4. What kind of influence did you get by applying role play technique?

Interview Transcription:

1. *Apakah anda menceritakan peran dan situasi sebelum menerapkan teknik Role Play?* (Did you discuss the situations with the learners prior to assigning Role Play to them?)

Sebelumnya, hmmm, tadi kan ibu ada ngulang pelajaran yang punya minggu lalu. Jadi ibu gak bilang secara langsung ke mereka kalo kita hari ini belajar role play. Tapi mereka tau karena tadi waktu ibu suruh buat dialog, ibu ada bilang kita hari ini bermain peran, jadi anak-anak perlu buat dialog dulu. Tros, ibu bilang juga ke mereka kekmana tentang mau bermain perannya. Kan tadi sebelum mulai anak-anak buat dialog, ibu juga ada kasi contoh-contoh ekspresi, jadi bisa dipake sama mereka untuk buat dialognya supaya bagus. (Prior to starting the lesson I reviewed the previous lesson. I did not tell them directly that we would like to apply role play in speaking skill today. However I asked the students to make the dialogue and we were going to play the role of the dialogue. The students needed to make the dialogue in advance. Then, I also told them how to play the role. The students started to create the dialogue and prior to it, I already gave them the example of expressions. So, they might use it in order to make a dialogue).

2. *Apakah anda menerapkan beberapa tahapan ketika mengimplementasi teknik Role Play?* (Did you set some main phases or steps to apply Role Play technique?)

Ooo Iya, karena memang ada step-stepnya untuk penerapan role play, ada tahap-tahapnya. (Yes, there were some steps in applying role play technique).

3. *Bagaimana respon siswa dalam hal implementasi teknik Role Play?* (How was the students' response in implementation of role play technique?)

Jadi sebenarnya anak-anak senang belajar kalo ibu pakai model role play begini, karena mereka ada lawan ngomongnya juga, jadi mereka itu semangat untuk ngomongnya juga. Jadi, kalo ditanya respons siswa gimana, menurut ibu, respons mereka positif untuk role play ini. (Actually, the students are interested in learning speaking English by using role play technique. Thus, they have peer to speak. Furthermore, they also had spirit to talk. Regarding the question about the students' response, I think, they had positive response of the role play in learning speaking.

4. *Apa manfaat dan pengaruh penerapan teknik Role Play ini?* (What kind of influences did you get by applying role play technique?)

Hmmm, sebenarnya bagus penerapan role play ini, hmmm, jadi anak-anak langsung bisa aplikasi ekspresi yang kita harapkan apa, hmmmm, lebih mudah bagi anak-anak berkomunikasi, lebih menyenangkan, kan keliatannya seperti bermain, jadi lebih santai. Jadi, anak-anak pun lebih aktif untuk ngomong. (Actually the implementation of role play technique was great, the students could apply the expression that we hope that the students can communicate better, enjoy in learning speaking, and comfort through role play. For that reason, the students speak actively.

(E2):
Dialog yang mereka perankan, siapa yang persiapkan?

Question: "Who does prepare the dialogue for the students?"
Teacher's answer: "*Ibu suruh buat dialog sama mereka*" [I told them to make the dialogue] (interview with Respondent I, 6/4/2015).

According to S. Chotirat (2010), unscripted ones were mainly concerned with preparing what to say, thus helping them noticeably improve their vocabulary or word choice (Chotirat, 2010). Additionally, unscripted role play provided students more opportunity to practice holistic features of language use in naturally

occurring conversations. Unscripted role plays are very useful to increase their capabilities in speaking. They were active to think and create a good dialogue for their performance. Thus, the teacher implemented unscripted role play for the students in learning speaking English.

In addition, the main point to support the researcher's data, the teacher told the researchers, there were some steps in applying role play technique in teaching speaking.

(E3):
Ketika menerapkan role play, ada step-step yang ibu lakukan?

Question: "Did you set some main phases or steps, when spread on the role play technique?"
Teacher's answer: "*Ada memang step-stepnya untuk penerapan role play*" [There were some steps of applying role play technique] (interview with Respondent I, 6/4/2015).

A. Hartmann, A. Doree & L. Martin (2008) revealed that in order to make the role play run effectively, some main phases are provided to help unfold the negative way, namely: preparing, briefing, running, and reflecting (Hartmann, Doree & Martin, 2008). As the result, the teacher told the researchers that she started role play from the beginning until the end had some phases to do of role play procedure itself (interview with Respondent I, 6/4/2015).

The students' responses in the implementation of role play technique were great. The positive atmosphere happened in the classroom by doing this activity. According to I.Y. Huang (2008) compared to other techniques, role play seemed to be the most interesting one for the students. In role play, the students act or pretend to be someone else in the actual world situation that is brought into the classroom (Huang, 2008).

(E4):
Bagaimana respon siswa terhadap implementasi dari role play?

Question: "How was the students' response in implementation of role play technique?"

Teacher's answer: "*Respon mereka positive untuk role play ini*" [They had positive response for the role play in learning speaking] (interview with Respondent I, 6/4/2015).

According to L. Jones (2007) who state that role play creates positive learning atmosphere in class, it also encourages cooperation between learners (Jones, 2007). The language produced here was more natural and authentic. The teacher said that the students seemed really enthusiastic to learn speaking English by using role play technique. By implementing role play, the students had peer learning or group to do the task; moreover they were highly motivated to talk with peer themselves (interview with Respondent I, 6/4/2015).

As the result, the teacher said that she got great influence toward students' abilities in speaking English by using role play technique.

(E5):
Apa pengaruh penerapan role play untuk siswa?

Question: "What great influence did you get by applying role play technique?"
Teacher's answer: "*Sebenarnya bagus penerapan role play ini*" [Actually the implementation of role play technique was great].
Teacher's answer: "*Jadi, anak-anak pun lebih aktif untuk ngomong*" [So, the students speak actively] (interview with Respondent I, 6/4/2015).

J. Harmer (2007) explained that role play could be used to encourage general oral fluency or to train students for specific situations (Harmer, 2007). The students could directly use the expression depending on the condition they played. The students can communicate better, enjoy the learning speaking process, and feel the comfort through the lesson, because the activity was playing the role. Moreover, the students looked active and confident to speak English.

Data of Field Notes. The field notes guideline was adapted from C. Marshall & G.B. Rossman (2006). See table 3.

Prior to the start of applying role play technique, the teacher reviewed the lesson taught in previous meeting. The teacher

Table 3:
Field Notes Form

Time	Monday, April 6, 2015 at 10:00-11:55 am. Observation	Important Point
	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____

Note: Adapted from C. Marshall & G.B. Rossman (2006).

asked the questions and told the students who wanted to answer to raise their hands. In this stage the students seemed enthusiastic and active to answer the teacher's questions. Some of the students tried to answer by raising their hands; they gave the correct answer for the teacher's questions. It helped them to be brave to speak and overcome their nervousness ("Field Notes Form", 6/4/2015).

The teacher provided some pictures and dialogues for the example before starting the role play activity. Then, she asked the students to learn the picture. The students were actively learning the picture and they started to give their opinions about it. The teacher wrote it down in order to make it easier for students to remain. The first picture was about trading in a traditional market ("Field Notes Form", 6/4/2015).

Provided picture and dialogue were important in teaching speaking. From those materials, the students could brainstorm and gave their opinions. It trained them to be talkative in the classroom. Five minutes later, the teacher asked the students to brainstorm the topic relates to the use of expression and offering help

of the languages features of the role play performance. The teacher helped the students by showing the common words or expressions used in offering help and services. Then the teacher showed the created dialogue, she asked the students to think about where the dialogue took place ("Field Notes Form", 6/4/2015).

Furthermore, the students answered the question based on the dialogue; where it happened and what expressions are used in the dialogue. Then, the teacher asked them to differentiate between expression in offering goods and services ("Field Notes Form", 6/4/2015).

J. Budden (2006) said that when role play was included in the lessons regularly, the learners were given a chance to rehearse their English in a safe environment. In such time, the teacher started to perform role play technique. The students started working with their partner after the teacher gave them the task. The students created the dialogue by asking their friends, not only to their partner but also to other groups. Sometimes the students also came to the front and asked the teacher what they did not know. The students often asked the

Table 4:
Questionnaire Result

Items Number	Score					
Respondent n = 28						Mean
	SA	A	N	DA	SD	
Q1	20	8	-	-	-	14
Q2	12	16	-	-	-	14
Q3	18	10	-	-	-	14
Q4	10	15	-	3	-	9.33333
Q5	10	18	-	-	-	14
Q6	14	13	-	1	-	9.33333
Q7	15	13	-	-	-	14
Q8	12	16	-	-	-	14
Q9	21	7	-	-	-	14
Q10	10	1	8	9	-	7
Q11	22	6	-	-	-	14
Q12	19	9	-	-	-	14
Q13	20	8	-	-	-	14
Q14	11	17	-	-	-	14
Q15	21	7	-	-	-	14
Q16	14	12	-	2	-	9.33333
Q17	23	5	-	-	-	14

teacher about what was the most appropriate word that can be used to convey the ideas to their friends (Budden, 2006).

I.Y. Huang (2008) states that role play is a really worthwhile learning experience for both the students and the teacher. The teacher played her role as a facilitator to the students in the teaching and learning process. In case there were too many students asking her about the meaning of the words, the teacher ordered them to look up in the dictionary (Huang, 2008).

The teacher walked around and checked the students' work, sometimes she asked the students, did they finish or not. The teacher always strived to help them even though it was still hard for the teacher to control the whole class at that time. In accordance with the time which was set, then the teacher asked them to practice their work in front of the classroom, even the short dialogue they created, she was pleased that they practiced ("Field Notes Form", 6/4/2015).

J. Tompkins (1998) stated that role play is a primary technique to provide participation and involvement in the learning process. In a training environment,

role play allowed the learner to receive objective feedback about one's performance (Tompkins, 1998).

During the practicing time, the students showed their positive enthusiasm in performing their own role. They still strived to do their best to play their role and did the best performance even though they knew very a few of vocabulary. All of the students got the chance to practice in front of the class and the teacher highly appreciated their work. The teacher appreciated them by saying "*you did a great job*"; "*well done*"; and "*your performance is splendid*" ("Field Notes Form", 6/4/2015).

Data of Students' Responses. The data for students' responses toward the implementation of role play technique were obtained from the questionnaire. The questionnaire was delivered to all of students in the class; the total of the students were 28 students (n = 28). See table 4.

As evidenced in table 4, Q10 (M = 7), "*Role play gives a scope to show innovation*", is the least often mentioned that show students' have a slight idea on how role play bridge the innovation in classroom of teaching speaking, it is also can be

Table 5:
Result of Questionaire
(Modifed from P. Islami & T. Islami, 2013)

Item	SA	A	N	DA	SD	Total Student
1. Role play is interesting.	20 / 71%	8 / 29%	0 / 0%	0 / 0%	0 / 0%	28
2. Role play is different from other activities.	12 / 43%	16 / 57%	0 / 0%	0 / 0%	0 / 0%	28
3. Role play helps to enhance speaking ability.	18 / 64%	10 / 36%	0 / 0%	0 / 0%	0 / 0%	28
4. Role play is an easy method to communicate with others.	10 / 36%	15 / 54%	0 / 0%	3 / 11%	0 / 0%	28
5. Role play helps to overcome nervousness.	10 / 36%	18 / 64%	0 / 0%	0 / 0%	0 / 0%	28
6. Role play helps to increase fluency as it is rehearsed with expressions.	14 / 50%	13 / 46%	0 / 0%	1 / 4%	0 / 0%	28
7. Role play gives an opportunity to express emotions freely.	15 / 54%	13 / 46%	0 / 0%	0 / 0%	0 / 0%	28
8. The feedback after role play helps to improve further.	12 / 43%	16 / 57%	0 / 0%	0 / 0%	0 / 0%	28
9. Role play helps to increase vocabulary.	21 / 75%	7 / 25%	0 / 0%	0 / 0%	0 / 0%	28
10. Role play gives a scope to show innovation.	10 / 36%	1 / 4%	8 / 29%	9 / 32%	0 / 0%	28
11. Role play in groups is helpful as ideas can be shared.	22 / 79%	6 / 21%	0 / 0%	0 / 0%	0 / 0%	28
12. Building self-confident inside classroom.	19 / 68%	9 / 32%	0 / 0%	0 / 0%	0 / 0%	28
13. Building self-confident outside classroom.	20 / 71%	8 / 29%	0 / 0%	0 / 0%	0 / 0%	28
14. Reduce shyness.	11 / 39%	17 / 61%	0 / 0%	0 / 0%	0 / 0%	28
15. Increase motivation.	21 / 75%	7 / 25%	0 / 0%	0 / 0%	0 / 0%	28
16. Reducing stress in learning English.	14 / 50%	12 / 43%	0 / 0%	2 / 7%	0 / 0%	28
17. Improving motivation to practice to speak English.	23 / 82%	5 / 18%	0 / 0%	0 / 0%	0 / 0%	28
Total of Percentage	**57%**	**38%**	**2%**	**3%**	**0%**	**100%**

concluded that students require further teacher's creativity to set the role play, either scripted or unscripted, towards the learning process itself. See table 5.

On the other hand, there are almost half of the students or there are 43% (n = 12) of students for example Q17 (M = 14), "*Role play improves motivation to practice to speak English*", who strongly agreed with the statement given of the questionnaires.

Besides, more than half of the students or 57% (n = 16) of students, such as Q14 (M = 14), "*Role play reduces shyness*", agreed with the statement given. Moreover, in average, the students agreed with the statement, because teacher's feedback turned out helped them in making improvement.

J. Tompkins (1998) stated that role playing is a primary technique to provide participation and involvement in the

learning process. In a training environment, role playing allowed the learner to receive objective feedback about one's performance (Tompkins, 1998).

By doing role play technique, the students can increase their vocabulary. The students responded well toward this statement. The data shows that almost all of the students, or 75% of students, strongly agreed with the statement. The rest of the students, or 25% of students, agreed with this statement. While for other options which are neutral, disagree, and strongly disagree, no one chose these options. There was no doubt to say that role play helped them to increase vocabulary. By practicing and gaining courage from the teacher, they would speak and use varied of vocabulary in their activity.

Dealing with motivation, according to L. Yu-mei (2009), motivation is one of several important factors that may influence students' English achievement (Yu-mei, 2009). Motivation is also a very important factor which determined the success or failure in foreign language learning, because motivation could directly influence the frequency of using learning strategies, willpower of learning, goal setting, and the achievement in learning (Li & Pan, 2009).

Dealing with students' responses was splendid itself. It reflected in the questionnaires' answer which was responded *strongly agree* and *agree* in almost items. Although, there were some items which had various answers from the students, it did not give big impact for the result. The students were enthusiastic, highly-motivated, and created positive atmosphere in the classroom. The implementation of role play technique by English teacher in teaching speaking was successful.

The teacher implemented role play technique by doing some steps: preparing, briefing, running, and reflecting which was in line with A. Hartmann, A. Doree & L. Martin (2008). Although there were some steps skipped by the teacher, result of the implementation of role play technique was done well. Additionally, the teacher implemented unscripted role play by following the structured steps. The teacher was well-managed in applying role play technique in the classroom.

CONCLUSION

In the context of EFL (English as a Foreign Language) learners, role play is claimed successfully accommodated the English speaking skill. It is in agreement of Aceh (Indonesia) framework, among four instruments applied, it is concluded that students' perspective and teacher's effort showed the significant of role play of teaching speaking.

However, this research applied a small research subject and respondents; therefore, it cannot be generalized to all level of students. It is best suggested as further work to bring into play the larger setting of respondents and study non English class implementation.[1]

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[1]***Statement:*** We, hereby, declare that this paper is not product of plagiarism, not to be submitted, reviewed as well as published by other scholarly journals; and if our paper has been received, we will not also withdrawal from the *SOSIOHUMANIKA* journal in Bandung, West Java, Indonesia.

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Role Play Technique in Teaching and Learning
(Source: https://www.pinterest.com, 2/3/2017)

Role play is the main important technique in CLT (Communicative Language Teaching), as it gives students a lot of prospects to practice communicating of various social contexts and in different social roles. To avoid the disadvantages of using role play technique, there are some ways to minimize the disadvantages needed to be deliberated. These issues relate to four main phases of a role-play, namely: preparing, briefing, running, and reflecting.