

## CHAPTER IV

### RESEARCH RESULT AND DISCUSSION

#### A. Research Result

After conducting the observation at English department Siliwangi University to the English lecturer who teach speaking using Role Play, it was obtained the research result based on the theme dealing with the implementation of using role play in EFL Speaking Classroom.

##### 1. Asking the Group and Theme

In giving the students' assignment through role play, the lecturer asked the students' group at first and the theme of the role play itself.

**Table 4.1**  
**Asking the Group and Theme**

Lecturer	<i>Baik ya sekarang , how many groups have you created disini Ada yang tentang students' delegation ga?</i>
Student	<i>Belum dibagi</i>

Based on the table 4.14, when the lecturer asked how many groups and the theme of students' delegation, the students answered it has not been divided. From this dialogue, it can be meant that the lecturer wanted to make sure the group division and the acceptance of the theme even the answer is no.

##### 2. Asking the Material to Learn

As a way to remind the students, because the students have not been divided into some groups, the lecturer asked the preparation, but the

students kept saying no. Meanwhile, when the students were asked about the material learning to do, the students answered no. The dialogue can be seen in table 4.15.

**Table 4.2**  
**Asking the Material to Learn**

Lecturer	<i>belum, tapi udah prepare?</i> But you know, do you know the learning material we are going to?
Student	<i>Enggak</i>

Based on the table 4.15, the question from lecturer about preparation and learning material was actually asking for confirmation. If the students said yes, so the lecturer can keep going to reflect the assignment. But the students said no, so the students were asked again to make the assignment. Then the assignment was using role play.

### 3. Choosing the Situation for Role Play

Before the students act the role play, the lecturer chose the situation for role play at first. The dialogue is shown below in table 4.16.

**Table 4.3**  
**Choosing the Situation for Role Play**

Lecturer	ya, so it's between you can choose between student and student I mean When they are some Indonesian students coming to Siliwangi university So that's the first one, and the second one the guide here it can be like tour visit from particular countries to this campus
Student	(The students listened to the lecturer's explanation)

Based on the table 4.16, the lecturer chooses the situation where there are some Indonesian students coming to Siliwangi University as a guest and the student from Siliwangi University as a guide. The situation is like tour

visit from particular countries to this campus. This situation was chosen by the lecturer. As the impact, it can help the students imagine what they should do in doing role play.

#### 4. Dividing Group and Describing the Role

After choosing the situation, the lecturer divides some groups to the students. Then, the lecturer describes the role when the students do role play.

**Table 4.4**  
**Dividing Group and Describing the Role**

Lecturer	<i>Saya bagi kalian ke group of six ya, silahkan</i> The group of six, <i>Jadi</i> you can be a dean You can also be head of English department You can be the lecture staff, Or you are the lecture Or you can also be the students of English department or EDSA <i>Nanti tamunya silahkan you choose</i> You are from united nation <i>atau</i> from <i>mana</i> <i>silahkan</i> <i>Yang jelas</i> they come here from particular purposes , cooperation, visits because they would liketo provide something to this university or any others else <i>Ada yang di tanyakan?</i>
Students	<i>Pak?</i>
Lecturer	<i>Gimana?</i>
Student	<i>Kita udah nyiapinnya kaya gitu pa tapi konsep nya beda</i> <i>kirain bukan tentang unsil</i>
Lecturer	<i>Boleh boleh</i>

Based on the table 4.17, the lecturer divided the group into several groups. One group consist of 6 people. They can be a dean,, head of English department, lecture staff, lecturer, or the students of English department and the guest can be from the UN relating having the purpose coming to

campus. The role is described because the lecturer wanted to give the clear description to inspire the students acting in role play.

## 5. Asking for Preparation and Discussion

After the lecturer had chosen the situation, theme, described the role, so the students were asked to prepare to develop the idea by doing discussion with the students' group member. It was done because in order to make the students' performance maximally. So, the preparation and discussion are the important things to do before acting the role play.

**Table 4.5**  
**Asking for Preparation and Discussion**

Lecturer	<i>Boleh boleh, silahkan saya kasih waktu sepuluh menit untuk preparation Jadi tempat tempatnya jangan terlalu jauhnya, seputaran ini aja, seputaran ini, seputaran taman taman belakangnya, biar saya bias melihat, Ten minute for preparation silahkan diskusi dulu disini atau diluar dan jam dua kurang seperempat mulai, silahkan ten minute later you may start silahkan yu</i>
Students	(The students are doing role play)

Based on the table 4.18, the lecturer gave 10 minutes for preparation and doing discussion. After that, the students can begin to play the role. The lecturer also asked the students to act role play inside or outside of the class, it can be in the garden for example. It can be meant that the lecturer gave the freedom to the students but growing the discipline dealing with the time. This is good to do for the effectivity of the time.

## 6. Asking and Giving Comment

After preparation and discussion, the lecturer saw the students acted many roles in role play. While the students acted, the lecturer evaluated the students' speaking performance. Then, after it was done, the lecturer asked the students to give the comment.

**Table 4.6**  
**Asking and Giving Comment**

Lecturer	<p>nah so that something which is not easy because you try to visualize particular resort in UNSIL, but if you try to use UNSIL as a place of destination could be easy, ya</p> <p>Al right thank you anisa the other please</p> <p><i>Silahkan, apapun aja yang tadi</i></p> <p><i>Memang merefleksi diri itu paling susah, tapi harus dicoba, kalo engga ngerefleksi nantinya bahaya, inalillahi nanti wajib reflektif itu wajib,</i></p> <p><i>Belajar perlu refleksi wajib,</i></p> <p><i>Silahkan, apapunitu, about your language, your opinion</i></p> <p><i>Silahkan</i></p>
Student	<p>ok my group is actually doesn't have good prepare including that customs and ... in this english program. We have 3 groups and before actually our group one person doesnt come rian so we feel upset and became....</p>

Based on the table 4.19, the lecturer asked the students to reflect the performance of role play. Then, the students said no good preparation, and one student was not present. This is a form of self-reflection. This is important because it can help the students knowing how far they are learning.

Furthermore, in the step of asking the students to act role play, the lecturer chose the situation and the theme at first, divided the group, described the role, asked the students to prepare and discuss, saw the students doing role play and asked the students to reflect their performance. In conclusion, in doing role play, the lecturer did all of the steps in using role play. But, there are some steps the lecturer did not use. It is preparing the language needed by the students such as introducing the new vocabulary for the role play context that has been chosen. In this research result, the lecturer only asked the group to discuss. The lecturer assumed that the students also discussed the new vocabulary. In addition, the lecturer used reflection activity as the test for testing the speaking skill of the students and evaluating the students' performance even in the step of evaluation, the lecture can use oral test connected with the roles of the students in the role play to test the students' comprehension.

## **B. Discussion**

In teaching speaking, the lecturer or the teacher can use several techniques to improve the students' speaking ability. One of the techniques is role play. Kusnierek (2015, p.92) stated, "Implementing role-play activities develops students' speaking skills." So, role play becomes the considerable activities in teaching speaking.

The implementation of role play in this research has fulfilled the criteria of role play itself. Brown, (2000) states, "Role play minimally

involves (a) giving a role to one or more members of a group and (b) assigning an objective or purpose that participant must accomplish” (p. 183). If it refers to this theory, the role play implemented by the respondent has fulfilled the criteria of role play because it has given a role to member of group and there is a purpose that the students need to accomplish.

In teaching during role play, there are several steps that can be done. First, the lecturer or the teacher chooses the situation and the theme of the role play itself. Second, the lecturer divides the groups and describes the roles. Third, the lecturer asks the students to prepare and to discuss. Forth, the lecturer sees the students doing role play. Fifth, the lecturer asks the students to reflect their performance. This finding is supported by Kodotchigova (2002) who stated the steps of role play,

1. Choose a situation for role play
2. Develop the role play design
3. Prepare the language needed (e.g. introducing the new vocabulary for the role play context chosen)
4. Give the description for each role that will be played
5. Ask the students to be a model and act the role play
6. Ask the students’ opinion about the role play

Therefore, the implementation of role play is begun from choosing the situation of role play, develop the design, giving the description of each role, asking the students to act and asking the students to give the opinion. One step that is missed from this research is there is no step of preparing the language needed. The preparation is not in form of introducing new vocabulary by the lecturer, but it is in form of discussion between the

students. Moreover, it can be said that the role play steps is almost complete implemented.

Based on the implementation of role play technique steps, the role play used by the lecturer is role playing controlled through the situation and goals. Wood (1988) stated, "Role playing controlled trough situation and goals is directed at the higher level of situation and the goals that learners have to achieve trough communication" (p. 55). In this research, the lecturers gave the situation "Tour visit from particular countries" and the goal was that the learners can visualize UNSIL as the resort. Based on this research, it proves that the role play used is the role play controlled by the situation and goal.

Furthermore, role play implementation covers choosing the situation, developing the design, giving the description of each role, asking the students to act and asking the students to give the opinion. These steps are implemented without one step, preparing the language needed.