TEACHER'S PERCEPTION ON THE USE OF ROLE PLAY IN SPEAKING CLASS

A Thesis

Presented to the Department of English Language Education as Partial Fulfillment of the Requirements to Obtain the *Sarjana Pendidikan* Degree in English Language Education

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STATEMENTS OF WORK'S ORIGINALITY

I honestly declare that this thesis is originally written by me. This thesis does not contain any work of others except those cited in quotation and references, as a scientific paper should.

Yogyakarta, 8 Maret 2021

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MOTTO

Be the best version of you

In this season, progress may be slow, but it is still progress, beautiful progress,

and it matters more than you know

~Morgan Harper Nichols

DEDICATION

This thesis i dedicate gratefully to my self for always be positive, get out from my comfort zone, and consistent in arraged this thesis.Besides, I also dedicate this thesis to my beloved parents, my thesis supervisor and all the people who have supported me through ups and downs during my thesis writing. I hope this thesis is a good start for me to continue my journey of my future.

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Furthermore, this research is still far from perfect and it needs a lot of improvement so that recommendation and suggestion are highly appreciated. Besides, I hope that this research could be beneficial for the readers. *Amin Ya Rabbal 'Alamin.*

Yogyakarta, 8 Maret 2021

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ABSTRACT

The purpose of this research is to describe of two English teachers perception based on teacher experience on how they use role play to facilitate the students' in speaking practice at different English courses in Yogyakarta. The participants of this research are two teachers in different courses that teach speaking skill and have used role play as one of their techniques. In addition, researchers used descriptive studies and thematic analysis as a data analysis technique for the data that has been obtained with interview as the main source. The findings show that the two participants that used role play in their speaking class has similar basic steps on doing it. However, the implementation still has differences and has their own focus through the goals of teaching. The researcher also found some aspect that helps and expected to students' speaking ability while using role play in the class that discussed in discussion section.

Keyword: Role Play, Speaking Class

CHAPTER I

INTRODUCTION

1.1.Background & Rationale

Role play is one of activity that used by teacher in the practice of speaking skill. In the practice and teaching speaking teacher found several problems affecting the learning goals of teaching speaking.One of the many influencing students' English speaking abilities is confidence. Many students who have good knowledge in language but for productive skills especially in speaking skills are still lacking due to lack of confidence in language. Based on the research of Putri, Yufrizal, and Simbolon (2013), students with high self-esteem get better score than those with low self-esteem. From this research we can conclude that self-esteem (self confidence) influences students English speaking ability.

In practicing students speaking skills and at the same time enhance their confidence in speaking, there are many activities and strategies that teachers use. One of the activities in the class that supports and is often used by teachers is role play. Role play is an activity in the classroom that provides students to practice speaking through taking a role of being a person in a specified situation that is set like a real situation. Employing role play as an approach helps the participants develop and improve their communication skills and they were given an equal opportunity to express their knowledge and ideas using the English

language. It also boosts their self-confidence in dealing with other people and it helps them react accordingly in a particular situation (Ampatuan, Jose, 2016).

To respond to the discussion of these problems, the researcher has investigated learning techniques that are in accordance with the conditions of the problem, that is using role play.

In the previous studies most of the researcher and expert focused on the study of the effectiveness and effect or impact of role play in speaking class. The aspect of speaking skill that they investigated as a study is still in general. For the example at Suryani (2015) proposed that it is found that role play give significant effect on improving the students' speaking ability. Furthermore in Fadilah (2016) argues that role play can develops students' fluency, make the students interact with other in the classroom and make the learning process more enjoyable. The use of role play in English speaking class have not been studied thoroughly especially from the teacher side or the teacher perception.

From the explanation above, this study was conducted to find out how role play was used in English courses. This study also aims to describe the English teacher's perception on how they use role play to facilitate the students in practice speaking English at English course in Yogyakarta.

In order to limit the scope and focus of this study, the researcher focuses this study on the description of an English teacher perception based

on teacher experience on how they use role play to facilitate the students in practice speaking at English course in Yogyakarta.

1.2.Formulation of the Problems

Speaking is one of the skills in English that is taught at school. There are many methods and strategies used by the teacher to teach speaking in the class. Those methods and strategies were done so that students can master speaking skill well and can apply it in their daily life. However, in practice, many students have problems in mastering speaking skills. This problem made the teacher have to think about how to teach speaking by paying attention to whar is speaking activity that suitable for the students. One of the strategies that teachers can use is role play. Meanwhile the study of how is role play can enhance students' English there has not been much to be discussed, especially on the teacher perception. Therefore in response to the issue the researcher formulate the study as follows

- What are the steps that used by the teacher in the conducting the role play in speaking actvity?
- What are teacher's expectation from the use of role play in speaking class?

1.3.Aims of the Study

This study aimed to describe teacher perception on what are the teacher perception on the use of role play in speaking class activities at two privates English courses in Yogyakarta

1.4.Significance of the Study

The researcher hopes that this research will have some benefits in the study of English especially in speaking skill. There are two kinds of benefit in this research.

1.4.1 Conceptual Benefit

For the researcher this research can be the reference for conducting such kind of research in the future. This research gives description about teacher perception on what are the teacher perception on the use of role play in English speaking.

1.4.2 Practical Benefit

a. For the Students

This study can be useful as references for enhancing their confidence in speaking English by using role play. The researcher also expected that this study give them understanding about their role in the process on learning through project work to achieve the learning goal

b. For the English Teacher

This research is expected to be useful for English teacher to develop and improve their teaching ability when they use role play as teaching technique by considering the result of this study

CHAPTER II

LITERATURE REVIEW

2.1. The Use of Role Play in Teaching Foreign Language Speaking

Speaking skill is one of skills in language learning that must be mastered by language learner. Therefore, learners often assess their success in language learning especially in their English course based on their improvement in spoken language proficiency (Richards,2008). According to Brown and Yale (1983) spoken language is a skill that have primarily transactional function whose main purpose is to communicate a message well to the listener. In other words, speaking can be formulated as provide feedback directly, to clarify things that are not clear, and to express opinions, feelings, etc and communicate the message well to the listener.

In foreign language teaching and learning foreign language, teachers have difficulty in teaching spoken language production because when the students need to practice the other students will disturb other students like make some noise or say the same thing at the same time (Brown & Yale, 1983). Those make the other students afraid and lose their confidence to practice speaking. Fadilah (2016) also agreed that in practicing speaking English students often find several problems. The problem that is frequently found is that their native language makes it difficult for them to use foreign languages. Another reason is because they have a lack of motivation to practice a second language in daily conversations. Another problem of the

learner to learning speaking is the anxiety that more produced from things that come out that are wrong, stupid, or incomprehansible (Brown, 2000). The anxiety that experienced by students is part of their low self confidence. Shy and fear of taking part in conversations using English is also a problem for students. Anxiety, self confidence, and motivation are students' problems that arise from the side of affective factors and this gives a big impact through their language learning because this affective factor gives encouragement to students to learn. If this affective factor is not handled well language learning will be hampered.

According to the discussion about problems in learning speaking skills above, we can see that self-confidence is important to be owned by students. In line with Gurler (2015) in his research, the result of the research said that there is a statistically positive significant correlation in the level of .01 between self confidence and speaking achievement. This case can be interpreted that if the level of self-confidence increases, speaking grades of the students are expected to increase too. Self-confidence may significantly contributes to the learner's willingness to communicate in a foreign language.

Generally speaking, many teachers agree that role play is suitable for speaking class. According to Ladousse (1987) there are several reasons for using role-play in teaching speaking, as follows; from teacher perception, through very wide variety of experience that role play have, it can be brought into the classroom and the teachers can train their students

in speaking skill in any situations. Along with students perception, some students are learning English to prepare certain roles in their lives. Role play is very helpful for students to try and experiment in class. In addition, role play places students in situations where they are asked to use and develop certain forms of language that are indispensable in anointing social relations works, but which are often ignored by the language teaching syllabus. Moreover, role playing helps many shy students by giving them roles that are not like themselves. As well, probably the most important reason for using role playing is because it's fun.

Arham, Yassi, and Arafah (2016) on their research also found several use of role play in speaking class. First, role play show that it is designed to improves students' speaking perfomance significantly. This learning activities also brings the students social experience doing role in spesific context of communication. Furthermore, students get much opportunity to practice speaking during the role play because they have to practice in group first before acting in front of the class. As well, Role play provide the students to play much role in their language learning, so that the students are the centre of the learning that occured a good learning in the class. Lastly, role play also stimulates and urges them to speak such as making improvisation in the conversation.

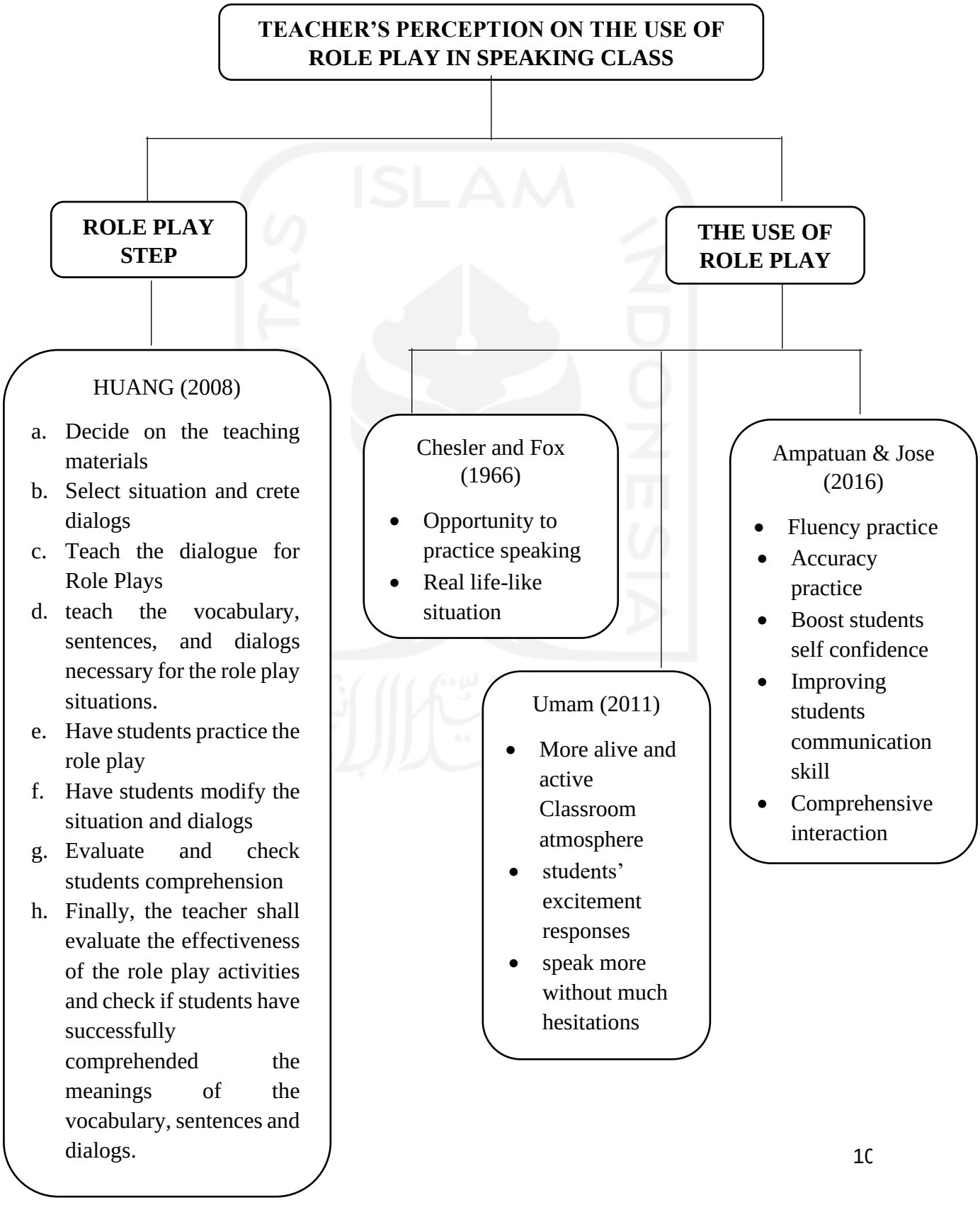
Based on Anjaniputra (2013) on his research about the strategies of teaching speaking. He investigated several strategies that are effective to improve students' speaking performance, those are cooperative activities,

creative task, role play, and drilling. In this research role play reveal positive attitude from the students. Role play also helped the students to speak, as well as students' spoken language production whose participation was emphasized. Role-playing technique also gives beneficial contribution in improving the students' speaking performance and improving students' self-confidence (Rayhan,2014; Atas,2015; Christie and Listyani,2018; Ampatuan and Jose, 2016; Umam,2011)

The findings that described above are important for teachers to know whether and why they want or when using role play as a teaching technique in speaking class.

2.2. Theoretical Framework

Table 2. 2 Theoretical Framework



CHAPTER III

RESEARCH DESIGN

3.1.Research Design

The researcher choose descriptive qualitative design to conducted this study to describe what are English teacher perception on the use of role play in speaking class. According to Sadelowski (2000) descriptive qualitative studies propose a wide summary of an event in the everyday terms of those events. It is in line with tthe aim of descriptive research, to describe a phenomenon and its characteristics.

In this research, the researcher employ thematic analysis as method to describe the English teacher's perceptions on their experience in using of role play in teaching activities with regard to students' confidence in speaking English. According to Braun and Clarke (2012) Thematic analysis is a method for identifying, organizing, and offering insight into thematizing the data results that allow the researcher to write and make sense of shared meanings and experiences (the topics).

3.2.Setting and Participants

This study is conducted in two private English courses. Those English courses are chosen by considering their teaching and learning activities that has a lot of communicative activities like role play techniques.

The participants of this study will be chosen with purposive sample technique. Purposive sample is sampling techniques that require the researcher to select participant based on participant's experience in particular event that will be suitable with researcher's practical knowledge of research area, literature, and evidence from the study (Marshal 1996). The researcher has interviewed the teacher according to the purpose of this study. The researcher also will observe all the class that taught by one teacher that apply the role play in his/her speaking class.

The participants of the study are two teachers in different schools or courses that teach English subjects especially in speaking skill and have used role play as one of their techniques. The researcher conducted the interview session with Teacher 1 on 2 September 2020 directly at Daheim Cafe. Teacher 1 is a teacher at English course A since 2019. She teaches at all levels of students from children to adults. Her teaching experience started from 2011 as an English course teacher in Solo until 2012, then she became a teacher at Senior High School in Solo as an English teacher, and in 2018 he had a career as a translator before returning to being a teacher at course A. Meanwhile, the researcher conducted the interview session with Teacher 2 on 8 September 2020 directly at course B. His teaching experience began in 1996 as a teacher at course B until now. T2 is currently also a trainer for teachers at course B in Central Java, East Java and Bali. At course B, he teaches conversation classes at all levels. Both of teachers were considered appropriate as participant for the study because, as stated in the question of

this study is to describe what are the English teacher perception and experienced on the use of role play in their teaching in English speaking class.

3.3.Data Collection Techniques

Data collection techniques is one important element in research in terms of determining the validity of this study. In this research, the researcher is the main instrument to collect the data. The researcher also collected the data from interview. The main data collection techniques in this study is using in-depth interview.

The purpose of interviewing participants is to find out what is on the participant's mind and what the participant thinks or how they feel about something (Fraenkel,Wallen, & Hyun, 2012). Fraenkel,Wallen, and Hyun, (2012) also define interviewing as an important way for researchers to examine the accuracy of the impression the researcher has gained through observation. Therefore the data that obtained by the researcher is valid.

3.4.Data Analysis Techniques

After collecting the data, the researcher organize the data that was obtained before analysing the data. The purpose is to make it easier for researchers to find out the results of the data that has been obtained. In this study, researchers used thematic analysis as a technique for analyzing data that has been obtained. The reason researcher using thematic analysis for

this study are accessable and flexible to use as data analysis technique. Thematic analysis provides a method of qualitative research that systematically teaches the mechanisms for coding and analyzing qualitative data which can connect to bigger theoretical or conceptual issues. (Braun&Clarke,2012). To analyze the data, the researcher will use data analysis techniques that proposed by Braun and Clarke (2006) those are, familiarizing yourself with your data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and the last is producing the report.

3.5.Trustworthiness

In the process of taking data until processing the data, researchers will use the principles of trustworthiness to obtain the valid result data. Guba (1981) proposed four criteria that he believes should be considered by qualitative researchers in pursuit of a trustworthy study:

a) Credibility

The credibility of researcher findings and interpretations with the various sources (audiences or groups) from which data were drawn are the most concerned to convince that the result of the study is valid. In accordance with the researcher aim, this study gather the data and triangulate the data to validate a data to another.

b) Transferability

Transferability requires that the study conducted in ways that make chronological and situational variations irrelevant to the findings or we can say that the findings applicable in other contexts of study. It means that the finding of this study be able to applied in various context that related to this study and can be use as reference to the other research in the future.

c) Dependability

Dependability means that the finding of the research will be consistent and could be repeated in the other study. To ensure this aspect realize in this study, the researcher have consultation with a lecture supervisor to evaluate and ensure the whole of this research process.

d) Confirmability

Confirmability means that the finding of the study will presumably guaranteed by methodology. If the method are explicated, open to public scrutiny, replicable and at least one step removed from direct investigator-subject contact, then objectivity is assured (that is biases of investigator are effectively screened out).

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter contains findings and discussion based on interviews with teacher A from the English course A and teacher B from the English course B. The findings from this study are data obtained from both teacher participants in depth interview based on their experienced use role play in their speaking class. Furthermore, the discussion contains the interpretation of the interview as the main data of this research.

4.1.Findings

This session explains the findings of the research about teachers perception on the use of role play on students confidence in speaking activities at an English course in Yogyakarta. The researcher interviewed 2 particpants, each of them are a teacher from a famous English course in Yogyakarta. Both participants have extraordinary teaching experience, T1 has taught for 9 years while T2 has taught for 24 years. Both of them have long experience teaching speaking class using role play but have a unique perspective in using role play so that it can enrich the data and findings of this study.

Interview sessions with T1 and T2 were each carried out in one session with in-depth interviews. The researcher conducted the interview session with T1 on 2 September 2020 directly at Daheim Cafe. T1 is a teacher at English course A since 2019. Meanwhile, the researcher

conducted the interview session with T2 on 8 September 2020 directly at course B. His teaching experience began in 1996 as a teacher at course B until now. This interview process includes permitting interviews, providing proposals and permission letters in person to the English course, and scheduling interviews according to the participant's schedule. After that, the researcher conducted a transcription of the recorded interview results. The following is an example of a transcription conducted by the researcher.

Table 4. 3 Interview Transcript Sample

Participant	Line	Transcript
I		Then eem it looks like Ms. Christina tends to use more role plays for the class, right Ms.? Well, why Ms. Christina prefers to, prefere to role play rather than monologue, monologue text.
T1	81	Eemm first, building performance mbak, team work, children's team work, then developing their ideas, then yea, finding a sense of empathy with her friends. Moreover, to motivate one another, like that. It is going like that, I go more into team work, it's more like that. Ooh here's how it's feel being in a group. Like that. That's all.
I		So, for example, in a role play, there are students, right? There are students like who feel nervous like that, like really nervous when they go forward, it is like they are going to be evaluated, right? Is there any situation that makes students less nervous, so its like they relax when doing role play?

The result from the interview data showing that the two participants basically have the same basic implementation of role play, those are;

modeling (example coversation sentece), comprehesion checking, and role play simulation. Both participants also have the same view in implementing role play, those are always considering the level and character of students. However, T1 tends to prioritize topics and settings in role play so that students perform role play with more confidence and comfort in speaking practice, meanwhile T2 always emphasizes the comfort of students in the classroom between students and students, and teachers so that they have more courage and confidence in speaking practice.

Based on the interview results, the participants' reasons to use role play in most of the activities in their speaking class was because the language had to be used frequently so that it made it easier for the students to apply it in the real world. By doing role play also increases their ability to interact with others which is the core of speaking learning and its gives confidence to students.

The participants also felt the positive impact of using role play. Starting from comprehesion interaction, boosting students confidence, improving students communicating skills, classroom atmosphere, student response, expressing themself with more ease, reducing nervousness, and reducing the use of mother tongue, these aspects have a positive impact in increasing students' speaking confidence.

This findings are some examples of trending/ prominent themes of a trending theme that often mentioned and discussed in the responses of the participants during the interview. The researcher will focus on trending

themes in chapter 4 and will be discussed more deeply in the discussion session.

4.1.1 Themetizing and Coding

Themetizing is the process of categorizing the data that has been obtained by grouping the participant's answers into several themes and breaking it down into specific sub themes. After the themetizing process, the coding process is carried out in order to make it easier for the researcher to categorize it in the discussion session. The theme and sub-theme in this research is a development from the interviews results or participants answers that related to the theme or purpose of this study. The researcher found 2 big themes and 13 sub themes. However, the researcher only show prominent and frequent themes occuring. The following table is a table showing thematizing and coding compiled by the researcher.

Table 4. 4 Thematizing and Coding

Construct	Theme	Sub-Theme	Code	Total Trend
Role Play in English Speaking	Role Play	Role Play	RP-RP	18
		Opportunity to Practice Speaking	RP-OPS	7
	Real Life-Like Situation	Real Life-Like Situation	RLLS-RLLS	12
		Comprehensive Interaction	RLLS-CI	6
	Fluency Practice	Fluency Practice	FP-FP	10
		Accuracy Practice	FP-AP	8
	Students' Excited Responses	Students' Excited Responses	SER-SER	12
		Alive and Active Classroom Atmosphere	SER-AACA	9
	Boost Students Self Confidence	Boost Students Self Confidence	BSSC - BSSC	24

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4.2.Discussion

4.2.1. The Use of Role Play

The use of role play in the speaking class has often been used by the two participants. The two participants used role play in the speaking class with the similar basic steps. However, the implementation still has differences. T1 focusing the role play activities on comprehension before entering into role play activities. While T2 tends to enrich students' knowledge of the material on that day. The actual step of implementing role play does not have a standard step. Many researchers and experts propose the steps used in implementing role plays. As Huang (2008) also has proposed the step of doing role play. Following are the steps T1 and T2, and Huang (2008) at doing role play in their speaking class.

Table 4. 5 Role Play's Step of T1, T2, and Huang (2008)

T1 ROLE PLAY STEPS	T2 ROLE PLAY STEP	HUANG (2008) ROLE PLAY'S STEP
a. So usually at first, T1 shows the sample video first. (RP-RP/ T1-15.2) b. After that, T1 can give the transcript handout(RP-RP/ T1-15.3)	a. T2 always starts with a model. Model mean that there is an example, a good example of dialogue can be started with an audible listening context or reading text in the form of a dialogue. (RP-RP/ T2-6.1)	a. Decide on the teaching materials b. Select situation and crete dialogs c. Teach the dialogue for Role Plays d. The teacher needs to teach the vocabulary, sentences,

c. Then T1 tested the comprehension (RP-RP/ T1-15.4) d. T1 will divide the class into group and give them the theme of role play (RP-RP/ T1-15.5) e. Then T1 will ask them to make an outline first and dividing the task and role of each students (RP-RP/ T1-15.6) f. After that T1 asked them to make a draft. (RP-RP/ T1-15.7) g. And then after they submit the script to T1, usually T1 ask them for ready to perform the role play next week (RP-RP/ T1-15.8)	b. Then the model is modified, meaning that T2 change some of the contents from model to be simplify for the students. (RP-RP/ T2-6.2) c. Enrichment the students with various vocabulary according to the context, the expressions and different lines to enrich the students, how to make them impressive in having conversations. (RP-RP/ T2-6.3) d. There is also an expansion. So the expansion extends the previous topic to a wider topic if the time is available. (RP-RP/ T2-6.3)	and dialogs necessary for the role play situations. e. Have students practice the role play f. Have students modify the situation and dialogs g. Evaluate and check students comprehension h. Finally, the teacher shall evaluate the effectiveness of the role play activities and check if students have successfully comprehended the meanings of the vocabulary, sentences and dialogs.

The principles of implementing role play used by Huang (2008) are also contained in the steps carried out by the two participants of this study. Starting with providing an understanding of the material, creating role plays, to role play simulations. From the discussion, we can conclude that the use of role play in the speaking class is very flexible and easy to do as long as the students' understanding of the material and rules in the role play is well explained.

The frequency of using role play that is often used by the two participants is based on strong reasons for each teacher. T1 states that the reason for using role playing in the speaking class is so that the language is used directly, not only theory and increases students' confidence that can be practiced in role play activity.

I use role play because of, because the language is basically have to used often. **In order to used often. Because if language is learned only with theory, because we sometimes don't do that. Children can't speak directly, like that.** (RP-RP/ T1-15.9)

The self confidence. That's all, why do I often use role play**.** (RP-RP/ T1-20)

Whereas T2, he stated the reason for using role play in his class is that role playing to make the class interactive, especially in the conversation / speaking class. Role play also provides interaction between students without having to be controlled by the teacher

Eem, okay, because of role play, then as I said earlier, role play is **if there is no role play in a speaking class in conversation class, the class is not interactive.** Because the communication skills that will be assessed more in speaking class are how we interact with others, how we interact with others. With role play automatically, **we give time for interaction between students where we don't really to control them at first or they can be said to be full control until they are free guided** so that they can achieve the goal of the function targeted in that class. (RP - RP/ T2- 8)

From this statement, we can see that T2 considers role play to make the class more interactive, so that they can achieve the purpose of the language function targeted in the class.

In line with the reason of T2 using role play, Ladouse (1987) also stated one of the reason for using role play in teaching speaking is Role-playing puts students in a situation that requires the use and development of certain forms of language that are essential in social relations works, but teaching language syllabus often ignores this form. Ladouse (1987) also said Role-playing can help many shy students to get a different role from themselves.

As a result, from the explanation above it could conclude that the use of role play in the speaking class can help the teacher to meet the students with the target of the speaking learning function itself, those who speak more and giving confidence to the students.

4.2.2. Real Life-Like Situation

Preparing students for a real life-like situation in speaking activities is one of the important things before starting the core role play activities. The teacher usually sets the real life like situation before starting a simulation role play. There are many

ways that teachers do to prepare a real life -situation in a role play along with the materials and media. Like T1, which uses film / video to set a real life-like situation so that students are more stimulated from the start. T1 also enriches the students' vocabulary mastery and practice the expressions that will be used to set the real life-like situation, usually T1 uses flash cards to enrich the vocabulary mastery of the students.

For the media, I **usually play only videos**. Videos, mostly videos. ..... **I usually show a movie scene first**. One scene, one film cut. Later they will say, oo I see Ms, oo I see Ms. **Well they will ee in their minds will start to be stimulated like that**. Then the second facility is usually short story books. I told them to read it, like that. (RLLS -RLLS/ T1-23.1)

Unlike T1, T2 provides a variety of situations to make future role play activities more interesting and get a different point of view. Students are also given motivation so that the rest of them are ready to face real life challenges later. Of course, everything must be reviewed based on the students' abilities.

The variations make it different. They can learn from what their friends apply but also see that, ooh, it turns out that in different contexts there are differences, like that. That is a variation in the situation,**we make the situation is varied. That apart from making it even more interesting it gives them multiple points of view, points of view on different role plays.** (RLLS -RLLS/ T2- 11.2)

Preparing with real life challenges, if it's like that once again has to be seen from their abilities right? Eemm real life challenges in the use of foreign languages are always challenging to teach because we don't use them as a second language in Indonesia. **So we always try to motivate them**. Indeed, for me, I try to get closer to the students, that's number one. Teachers must

deal closely with students, teachers must be able to set a good example for students. (RLLS -RLLS/ T2- 15.1)

The preparation of the real life like situation before the role play was considered important by both participants. T1 stated that she did not want a direct translation from Indonesian to English. This is because the grammar / sentence's structure used is quite different. In addition, T1 also wants students to be learning in context to be more familiar with the material presented

....., sometimes **even though it's only an expression in English, ee we have to still teach the proper way or grammar**. Well, not a direct translation from Indonesian to English. (RLLS -RLLS/ T1-26.1)

The difference was again conveyed by T2 with his understanding of the importance of real life like situation before the role play. T2 said the importance of setting the real life like situation before the role play was to make students comfortable with the material / activities that were being carried out. Teacher's job is to make sure that they learn in the right place and teacher. So it is hoped that when the role play activities can run smoothly.

..... how **to make them comfortable first and then feel challenged and then ee make them feel like they can feel they can do it.** (RLLS -RLLS/ T2-15.2)
Because, well, thats production skill, **the language will come out if they are comfortable**, if they are comfortable. Ehem ehem (cough) the teachers' job is to convience them ee that is the right place to learn yaa the teacher is the right person to learn with okay. (RLLS -RLLS/ T2-16)
Because yeah, it is a production skill, **so the language will come out if they are comfortable**, if they are comfortable. Ehem ahem

(cough) the teacher's job is to convince them that ee that is the right place to learn yaa the teachers is the right person to learn with okay. (RLLS -RLLS/ T1-16)

As we can see the perspectives of the two participants, T1 and T2, that the preparation in setting up real life like situations in various ways and using varied media in a fun way. This is certainly done so that the core activities in the role play can run well and meet the language goals / targets. This statement is in line with that of Laddouse (1987) The purpose of this activity is to reveal role play activity with exploring the concept in a simple and fun way in the classroom use.

4.2.3. Fluency Practice

Role play is one of the speaking practice activities that has a significant impact on student fluency. According to Purnawati and Suhartono (2015) Fluency is considered the capability of someone to continue their speaking spontaneously with the ability to read, speak, or write easily, smoothly, and expressively. In other words, the speaker could understand and respond to the language in clear and brief while relating meaning and context of the conversation. In role play activities, students must play something according to a determined role without looking at the text and require students to improvise when he speaks, this is where fluency practice works.

T1 explains the fluency practice that occurs during the role play when the student uses the language continuously. Unlike T1, according to perspective T2, role play is the best way to observe students' fluency practice. However, at the act out stage, the teacher must not interrupt the mistakes made by students..

Yes it could be eeh. often used continuously. For example, for example, when the difference occurs when I teach in formal schools with educational institutions (courses), yes. It is much different. Where is the difference? Usually the students that have courses, courses like at IONs, at ELTI, or where else. Anyway, an English course. They get more fluency. (FP -FP/ T1-31.1)
Ee here, for example, ee **fluency is always prioritized in role play. So when they make mistakes, in practice skill, we can immediately correct which one is wrong. But if you want, it's time to act out, we can't interrupt. Teachers must understand what diction they can do**. If necessary, we give general feedback first, after the name of the performer, then let the students know the generic error is this this this. (FP -FP/ T2-17)
Yes, for me, role play is **the best way to observe**, this is a good way to **observe the strenght ad weakness of the students**. Role play is one of **the best ways to evaluate**, one way to evaluate whether the target language skill that was proclaimed in each meeting was achieved or not for conversation classes.....(FP -FP/ T2-18)

Both participants agreed that the role play activity gave significant results on students' fluency. T1 said in the context of the courses even when there are children who are quiet they will be carried away by their fluent speaking friends. Moreover T2 said that the class will not be lively without role play, which of course depends on the students' abilities

It can be fifty fifty. But that is in the context at school. Yes, the context at school. **Because there are student characters who really like to talk actively, but there are also student characters who, anyway I prefer to write**, think more than talk. (FP -FP/ T1-34)
Yeah, **the interests are different**. But if you are in an institution or in a courses, it is very clear. (FP -FP/ T1-35.1)
The point is, how can **we bring role play to our daily lives.** (FP -FP/ T1-35.2)
..... And role play is a way to make the class come alive with real interactions. **So it is, it is very significant for conversation class. Class will not be lively without role play.** Okay, again depending on their abilities, and how we make the role play not dragging, not boring, it's always like that. Even if the topic of this unit and this topic is similar, we must make it different so that ee this section will be different with the last section. There will be more challenges and more challenges, so they got one more one more, they can get more from this tomorrow there are more so it will keep them learning. (FP -FP/ T2-18)

The point obtained from the two participants regarding fluency practice in role play is that teachers must be able to bring students into learning material so that during their role play they are more fluent. Teachers also have to be creative in making topics so that students are always challenged and not bored during role play activities

In practicing speaking skills using role play, besides paying attention to fluency practice, another thing that becomes a concern is accuracy practice. The participants in this study agree that fluency is more important in role play activities. However, there are some parts of accuracy practice that need to be considered and taught to students in role play activities. T1 assumes that it is better if students pay attention to correct

grammar in order to adjust the situation and conditions when speaking. Furthermore, T2 in accuracy practice in role play activities is focused on accuracy problems that deal with meaning that can change the meaning totally.

Not usually, the important thing is that you dare to speak first. So, later I will write down the mistakes in my usual notebook. Only after the end, at the end of the meeting, I will usually give a correction, like that. (FP -AP/ T1-36.1)
Okay. Ee yaa fluency for me is always number one but, ee certain part of accuracy is very important yaa. Many parts of accuracy are very important. But mostly for conversation class, I always talk about things with an important purpose first that we actually teach grammar. It is not because we want students to be English teachers who have to know everything, no. **But we have to focus on accuracy problems which deal with meaning, that's always the case. If the error completely changes the meaning, it must be corrected.** Of course, the correction is in practice skill huh. At the time of training, it is rather than the final result later. (FP -AP/ T2-19.1)

We can see from the discussion above that both participants have similar perspectives on accuracy practice in role play activities. It can be concluded that accuracy practice is needed to correct or correct distracting things that interfere with the meaning of the conversation. In line with Bashir, Azeem, and Dogar (2011) in communicative output activities, the standards of learner's successful is if they can gets the information across. Accuracy is not a consideration unless the lack of it interferes with the message. So in role play accuracy practice activities do not have to emphasize too much on skill practice.

4.2.4. Students Excited Response

Student responses to the activities that we carry out in class certainly affect the learning process. Based on the interviews by all the participants, both of them had different student responses when they applied for role play in the speaking class. T1 mentioned that the students had more fun during the role play activity, because they could explore on their own. Meanwhile, T2 students tend to be afraid, especially students in lower level classes.

Mostly, most of them are happy because they can explore on their own. Yes, they can explore what they can, they can talk freely. Eee what else, but there some are embarrassed, depending on the students. ..... (SER -SER/ T1-68)
Okay, yes. At the lower level, always at the beginning, they are always a little scared, that's normal, it's normal fear. But in general, if we help with the simplifying line that we gave the dialogue, we will give the video that's genuine, but they are still afraid. (SER -SER/ T2-30.1)

The responses given by the students were used by the participants in various ways. T1 has difficulties in utilizing his response to role play activities in class. Because his students have unique characters who do not want to be compared with other talents. Another way that T1 does is to bring a real atmosphere to them. On the other hand, T2 tries to be responsive and tries to make students understand the instructions. If the methods

currently used do not work, T2 should be more responsive to finding ways of teaching that more suitable for students.

Usually, we usually use it mmm, um, it's difficult at this time. Because kids these days are funny. The funny thing is that if I use it, it's usually because of the frequency, because the kids like to talk about other benefits, for example, they can enter the English club, the English speaking club. The other benefits are being able to participate in competitions, being confident in participating in abcdefg, speech competitions, any kind of story telling competitions. (SER -SER/ T1-69.1)
But nowadays children, for this millennial post when they are here, compared to their friends **they don't accept that** 'I, I have other skills, Ms, **don't compare**'. The only way is to actually **bring the atmosphere to them**..... (SER -SER/ T1-69.2)
If their response seems had difficulty, then we have to modify it, make it easier, make it easier. The target is too high to be brought down again. All plans for unity in the class are based on assumptions. The real action we do is the most important when our planning doesn't match the reality So we have to be clever in shifting direction a little. We replace the more doable, we replace the more they feel ee reachable can do it, feel comfortable and feel learning, that's all first as a unit target. (SER -SER/ T2-30.2)

4.2.5. Boost Students' Self Confidence

The use of role play in speaking activities in the all participants class had different views and goals. T1 in its use uses role play for students to get to know their friends better and increase empathy with other friends. So that in the implementation of role play it is expected that students can be more expressive.

Mmmm, I use it to **get to know their friends**, more like that. To **increase empathy with other**s. (BSSC -BSSC/ T1-76.1)

In that role play, when they arrange a script to arrange an ee to arrange a story, **they have to adjust to the character of their friends** and from there they will know, will know what kind of friends they are. (BSSC -BSSC/ T1-76.2)

Meanwhile, T2's view role play as a technique must be combined with basic conversation techniques so that the conversation flow runs neatly. In addition, the settings and roles are also made more attractive and encourage students to be more creative

Eee as a technique, ee role play, **you have to combine it** with it. Number one uses basic conversation techniques, so once again they are ready to start and close the conversation well, not all of them are too jumpy. (BSSC -BSSC/ T2-33.1)
Then ee **make everything more interesting** with a choice of different settings, a choice of unique roles, then if necessary we **set a story club that gives them the freedom to be creative**. Of course, it makes them feel not only comfortable but also satisfied and both of them feel included. Besides sometimes feeling comforting with others too. It's such a combination that makes them comfortable and satisfied. (BSSC -BSSC/ T2-33.2)

Regarding the use of role playing as a technique to make it easier for students to speak more without hesitation, all participants also had other techniques used. In addition to the role play, T1 uses monologue text. By using monologue text, students are asked to act in front of the class. The difference that is felt from the use of this technique, related to speaking practice, is the portion of the students' speaking. Because it is related to the topic of conversation. However, T1 chose to use role play more because

in addition to speaking skills, teamwork, creativity, and students' sense of empathy also learnt.

What is it, in addition to role playing**, I usually have monologue text.** So I asked them, I would prepare the monologue text, I asked them to act. What do they act would like. (BSSC -BSSC/ T1-78.1)
The **difference may be more at the speaking portion** ..... the speaking portion then yeah it's the speaking portion because it is related to the topic. (BSSC -BSSC/ T1-79)
Ee first, building performance of **team work**, student's team work, then **developing their ideas**, then yes, that was **finding empathy with their friends**. Continue to motivate one another like that. it is more like that, I go more into teamwork, so they can understand well. (BSSC -BSSC/ T1-81)

Different from T1, T2 has more alternative techniques besides role play, those are monologue speaking, rely questions, and internal mambling. However, in agreement with T1, T2 uses more role play because role play is considered the best for warm-up and student evaluation and shows the true final ability of interaction with other people.

Another technique that **is most frequently used after role play is monologue**, which is solo speaking. Starting from a talk, ee a talk, is a short presentation, which only talks about one thing in 3 minutes, very simple one. Ehem is a technique that is also good for confidence for those who are ready. (BSSC -BSSC/ T2-34.1)
Yeah, besides that, besides monologues, another technique, usually ee **rely questions**. Rely questions that mean we can ask someone in front of them then the others will ask ..... Next, the other one that is the **most frequent but more frequent for warming up is ee internal mambling**. Internal mumbling means interacting with many people in a short time to get information as quickly as possible … (BSSC -BSSC/ T2-34.2)

But of all these techniques, it is indeed the best role play for warm-up and evaluation. The final evaluation was mostly in the role play because it illustrated, **showed the real final ability from interaction with other people and was clearer to observe**. (BSSC -BSSC/ T2-34.3)

In the process, all participants in this study agreed that role play helps boost students' confidence in speaking class. According to Brown (2001), self-confidence is the student's belief in their ability to complete tasks. T1 argues that role play can boost students' confidence in the speaking class because of the selection of topics, locations, and characters that have been prepared in advance. The teacher must ensure that students understand the topic and character being discussed. The teacher must also have the skills to simplify the topic so that students can more easily understand the material / topic. In addition to understanding topics and characters, topics that touch their daily lives also support students' confidence in speaking practice.

For my personal opinion, it might be because this might be a selection, **the topic selection** is topic selection and that ..... So even a teacher **must be able to simplify the topic**. (BSSC-BSSC/ T1-57.1)
So, how the role playing, that goes back to the topic, goes back to simplifying the material. What certainly **touches their daily lives and what their daily looks like**. Like that, **they will be more confident.** So later, to improve to the next level we must be accompanied. (BSSC-BSSC/ T1-57.2)

Based on T2's experience, the role played in relation to students' confidence at each level is different. At the lower level,

role play makes students more comfortable because students have freedom. At the middle level, role play makes students comfortable because they can do what they have assigned. Whereas at the high level students can explore themselves with their communication skills.

Eee role play itself in relation to confidence is very **different at each level .....** So at the **lower level** it makes them comfortable having freedom, **at the middle level** it makes them feel comfortable because they feel they can do what they are assigned to, at the level above them. You can express yourself and you can even explore yourself to be someone who is more fun, convincing or even insp iring to inspire others, that's for the **high level class.** (BSSC-BSSC/ T2-25)

According to T2, the essence of how role play can boost students' confidence is two, they are comfortable and doable. Comfort between teachers and students and students and students must be well controlled. Doable is meant here is the level of instruction whether it is in accordance with the level of the student level or not. If it is not appropriate, it must be adjusted first, because T2 explains that if students at lower levels are given too many challenges it will result in decreased self-confidence. So as a teacher must understand well the progress of the students.

But the aspect that increases **number one is the convenience of the relationship between parties in the class**. The first thing to control is the teacher, the number one is how the teacher controls the comfort of the relationship between the teacher and the students individually, so it must be made comfortable, then the

teacher must make sure the comfort between the students. (BSSC-BSSC/ T2- 26.1)

The second is doable, which is the level of instruction. Is it difficult or not, **wh.'en at the lower level, don't give difficult instructions, don't give complicated situations**, don't give communication targets that are too long. So when the level above the level of challenge will give them motivation, at the level below the level of difficulty it will make them less confident. So we have to know when to challenge them according to their progress as well as matching up who has started to dare to meet whom so that the momentum is not disturbed. (BSSC-BSSC/ T2-26.2)

Based on the statements of the two participants, we can conclude that role play has been proven to increase students' confidence in speaking class. However, in order for this to be achieved the teacher must pay attention to several things, namely the adjustment of the level of students and students' understanding of the topic and character. Student comfort is also important. In line with that statement Umam (2011) in his study said The students look relaxed and excited during the role play performance. This means the students' self-confidence have an improvement.

CHAPTER V

CONCLUSION AND RECOMMENDATION

5.1.Conclusion

The conclusion in this research is based on the research findings and discussion of this study. Based on the findings, two teachers from different English courses in Yogyakarta who had experienced in using role play in their speaking class, we can conclude that the two participants that used role play in their speaking class has similar basic steps on doing it. However, the implementation still has differences and has their own focus through the goals of teaching. As we can see at Table 4. 6 Role Play's Step of T1, T2, and Huang (2008) showing that role play does not have standart step to do. Whereas at the table we can see the similarity of the step, those are providing an understanding of the material, creating role plays and doing role play simulations

The researcher also found some aspect that helps and expected to students' speaking ability while using role play in the class, those are classroom atmosphere, students' excited response, comprehesion interaction, boosting students confidence, improving students communicating skills, expressing themself with more ease, reducing nervousness, and reducing the use of mother tongue. Several aspect

that have been mentioned are related to each other and influence each other in terms students communication skill.

5.2.Recommendation

This section contain recommendation for future research related to the context of this research. Based on the researcher experience during the interview section with participants, the researcher recommends that more teachers learn and apply more about the use of role play in speaking activities classroom, so the students can get more experience related to practicing speaking. Furthermore, the use of role play can be maximized in formal schools because based on findings, if role play is use maximally in English speaking activities, students speaking skills are increase in all speaking aspects. Learning objectives in speaking skills are also easier to achieve and can be applied directly by students.

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APPENDICES

Appendix 1 Research Instrument

Constructs	Conceptual definition	Component	Interview Questions
Role Play in Foreign Language Speaking	Role play is a classroom activity that gives the students the opportunity to practice speaking in a real situation with spesific topic and various roles Mark Chesler And Robert Fox Role Play (1966) Role play as an approach is vital in helping the students to have a meaningful and comprehensive interaction and provide an opportunity to practice fluency and accuracy while using the English language. Ampatuan and Jose (2016)	• Opportunity to practice speaking • Real life-like situation • Practice fluency • Practice accuracy • Comprehensive interaction	1. How do you do role play activity in your class? What type of role-play activities do you use in your class? Why do you use them? 2. Why do you think that role play can give your students an opportunity to practice speaking? What output/outcome do you expect from using role play to your speaking class? 3. How do you facilitate the adoption of real life-like situations in your students' role-play activities? What kind of media or material that you normally se to facilitate the adoption of real life situations in the role play activity?

			4. How do you prepare your students to take on real life situations in role play activity? Why is this step important to do before the role play activity ? 5. In what way role play can be strategies that provide students to practice fluency in your classroom? In your opinion, does role play make a significant result to students speaking fluency? Why do you think so? 6. Do you require speaking accuracy in your students' role play activities? (example; grammar, intonation)? Why do you require speaking accuracy in role play? What is the role of role play in the accuracy practice in speaking? 7. How can role play be strategies that provide

			comprehensive interaction among your students? What did you see during the role play activity related to their comprehensive interaction? Do the students show positive interaction to each other when doing the role play?
The Impact of Role Play in Students' Speaking Confidence	Employing role play as an approach helps the participants develop and improve their communication skills and they were given an equal opportunity to express their knowledge and ideas using the English language. It also boosts their self-confidence in dealing with other people and it helps them react accordingly in a particular situation. Ampatuan and Jose (2016)	• Boost students self confidence • Improving students communication skill • Alive and active Classroom atmosphere	8. In your opinion, what are aspects that make students' self confidence increase from the speaking task that you made? How an those aspects boost students' self confidence in speaking ? 9. How can role play improve students' communication skills? What aspect of communication skill that you found from your students during role play activity? How does role play improve your students' confidence?

	Role playing techniques help improve the students' self confidence that shown from More alive and active classroom atmosphere and students' excited responses. While making them speak more without much hesitations, expressing themselves with more ease, less nervousness, and reduce the use of mother tongue. Umam (2011)	• Students' excited responses • Speak more without much hesitations • Expressing themselves with more ease • Less nervousness • Reduce the use of mother tongue	10. Based on your experience, how is the classroom atmosphere when you implement role play in speaking class? How do you maintain alive and active classroom atmosphere during the activity? Do you think that maintaining the atmosphere during the activity is important? Why do you think so? 11. What kind of response that you get when implementing role play in speaking class? How do you make use of the students' excited responses for the learning process? Does students' response influence teaching and learning activity in your classroom? What will you do if the students give negative responses through the role play activity? What are your strategies to prevent those things?

			12. How do you use role play as a technique to make students expressing themselves with more ease with their classmates? Have you used other techniques to make the expressing themselves with more ease? What is the difference between using role play and other techniques? Why do you choose role play instead of other techniques? 13. What kind of situation makes students less nervous when doing role play? In your opinion does the students show less of nervousness during role play activity? Why do you think so? 14. How is generally the use of mother tongue during role play activity? Does role play reduce their use of their mother tongue? How do you deal with students using mother tongue to the

			students during role play activity? Are speaking role play force students to use English more? Is it a good thing or not? Why or why not?

Appendix 2 Description of The Participant and The Interviews' Process

Teacher 1 (T1)	The researcher conducted the interview session with Teacher 1 on 2 September 2020 directly at Daheim Cafe. Teacher 1 is Ms. Christina Endang Wijayanti, a teacher at ELTI Yogyakarta since 2019. She teaches at all levels of students at ELTI from children to adults. Her teaching experience started from 2011 as an ELTI teacher in Solo until 2012, then she became a teacher at Cor Jesu Solo High School as an English teacher, and in 2018 he had a career as a translator before returning to being a teacher at ELTI Yogyakarta.
Teacher 2 (T2)	The researcher conducted the interview session with Teacher 2 on 8 September 2020 directly at LB LIA Yogyakarta. Teacher 2 is Mr. Abdyan Hidayat. His teaching experience began in 1996 as a teacher at LIA Yogyakarta until now. Mr. Abdyan is currently also a trainer for teachers at LIA in Central Java, East Java and Bali. At LB LIA Yogyakarta, he teaches conversation classes at all levels.

Appendix 3 Thematizing and Coding

Participant	Transcript	Theme	Topic	Code
T1	Nah saya biasanya itu pastinya kalau role play itu waktu ee skill nya speaking. Nah, ketika kita mengajar skill speaking, kemudian biasanya kelas akan saya bagi menjadi 7 sampai 8 kelompok tergantung ini materi *speaking*nya dia. Apakah materinya simple atau apakah materinya sedikit harus apa ya agak panjang sedikit seperti itu atau. Ee contohnya yang agak panjang itu asking and giving opinion, ya. Kalau yang simple simple tu seperti apaya, perkenalan **(Line 14)**	Role Play	Role Play	RP-RP/ T1-14
	Kalau yang singkat-singkat biasanya kelompoknya semakin kecil. Artinya jumlah orangnya makin kecil. **(Line 15.1)**	Role Play	Role Play	RP -RP/ T1-15.1
	Nah biasanya cara pertama yang saya buat adalah saya memperlihatkan dulu contoh videonya dulu. Karena saya tidak mau semerta-merta mengubah persepsi anak bahwa kalau kita ngomong bahasa Inggris konteksnya harus seperti gayanya orang luar negri. **(Line 15.2)**	Role Play	Role Play	RP -RP/ T1-15.2
	Saya biasanya pakai video kemudian setelah itu saya minta anak-anak untuk nyatet kata-kata kunci dari ee percakapan itu setelah itu saya baru boleh berikan handout transkriptnya, nah. Setelah saya kasih transkript, saya dengan anak-	Role Play	Role Play	RP -RP/ T1-15.3

	anak bersama-sama membedah. Ini ngomongin apa sih gitu lo? **(Line 15.3)**	Role Play	Role Play	RP -RP/ T1-15.4
	Saya mengetes pemahamannya dulu, *comprehension* nya dulu. Aa sejauh mana mereka mengerti ya. Ee setelah itu saya biasanya memberikan soal atau quiz biasanya quiz seperti itu. Ee dan quiznya itu memang sedikit bersifat subjektif bukan objektif. **(Line 15.4)**	Role Play	Role Play	RP -RP/ T1-15.5
	Nah setelah itu, setelah *comprehension* saya dapatkan saya baru, *okay* saya akan membagi kelas ini menjadi, taruhlah satu kelompok berlima berarti ada 7 kelompok silahkan kalian buat role play temanya adalah asking and giving opinion. Saya akan memberi kebebasan mereka untuk memilih lokasi. Jadi saya biarkan mereka berimajinasi dengan lokasi tersebut. Setelah itu, setelah mendapatkan lokasi saya meminta mereka untuk menentukan topik mereka sendiri. Kamu mau *asking and giving opinion* yang apa? Tapi tetap saya batasi dalam artian saya batasi untuk ee cangkupan luasan ee luasan topik. **(Line 15.5)**	Role Play	Role Play	RP -RP/ T1-15.6
	Kemudian saya akan minta mereka untuk membuat *outline* dulu yaa jadi pembagian tugas niih. Siapa yang membawakan topiknya, siapa yang nanti menyangkal, yang setuju. Tapi tidak sampai disitu aja, artinya kalau mereka menyangkal, mereka tidak asal bicara. Artinya saya minta mereka untuk menyediakan fakta	Role Play	Role Play	RP -RP/ T1-15.7

T2	sedikit aja kenapa. Jadi dasar mereka ngomong nanti apa. Saya biasanya suruh mereka, *browsing* ya di internet ya kenapa kamu setuju. **(Line 15.6)** Setelah itu saya meminta mereka membuat *draft*. Kemudian saya kasih waktu mereka biasanya satu kali pertemuan untuk benar-benar menyusun percakapannya dulu. **(Line 15.7)** Setelah itu baru, setelah mereka mengumpulkan skripnya kepada saya, ee biasanya saya minta. Ee okay minggu depan siap praktek yaa. Siap praktek, pokoknya silahkan kalian bawa aksesoris yang mendukung pokoknya apa pun itu. **(Line 15.8)** Saya pakai pake *role play* karena apa ya, yaa karena dasarnya bahasa itu kan supaya sering dipakai aja. Biar sering dipakai. Karena kalau bahasa dipelajari hanya dengan teori karena kita kadang ga ini juga ya mbak ya. Anak anak gak bisa ngomong langsung, iya seperti itu. **(Line 15.9)** Percaya dirinya itu. Itu aja sih kalau saya kenapa sering pakai *role play* gitu **(Line 20)** Di banyak ee penerapannya ee *role play* lebih sering atau sangat identik dengan hampir seperti	Role Play Role Play Role Play Role Play	Role Play Role Play Role Play Role Play	RP -RP/ T1-15.8 RP -RP/ T1-15.9 RP -RP/ T1-20 RP -RP/ T2-3

	dikatakan orang sebagai ee *act out*. Ya act out itu ee melakukan tindakan berkomunikasi tidak hanya bersuara tapi juga ee *facial expresion*, *gestures* ya sangat dekat dengan dunia akting yaa, jadi akting. Bagi saya ada *role play* yang sekedar ee sekedar tidak total artinya *role play* yang, yang ee kita banyak bicara tapi *acting*nya tidak banyak yaa tapi ada *role play* yang mensyaratkan siswa untuk melakukan tindakan yang total *physical* ya secara fisik dia melakukan ee *acting out* ya. **(Line 3)** Ee kalau dilihat dari yang simple ya level bawah ya, kalau di level bawah di kelas-kelas *conversations* itu selalu dimulai dengan model. Model dalam artian ada ee contoh, contoh dialog ya baik bisa dimulai dengan *listening context* yang terdengar ataupun *reading text* yang berbentuk dialog ya. **(Line 6.1)** Kemudian model itu dimodifikasi, artinya kita merubah beberapa ee konten dari model itu untuk dimodifikasi secara personal bagi mereka. Baru kemudia diperkaya dengan contoh-contoh dan improvisasi yang berbeda. **(Line 6.2)** Memang di *conversation* di LIA itu ee *language target* yaitu dalam bentuk *grammar* itu agak	Role Play Role Play Role Play Role Play	Role Play Role Play Role Play Role Play	RP -RP/ T2-6.1 RP -RP/ T2-6.2 RP -RP/ T2-6.3 RP -RP/ T2-6.4

	dibelakangkan itu akan dibahas belakangan jadi selalu yang pertama adalah *giving model*, setelah *giving model* ada *enrichment* memperkaya dengan kosa kata yang macem-macem sesuai konteksnya ee *expressions* yaa ungkapan ee dan *different line* untuk meperkaya orang, how to make them impresive in having conversations baru kemudian di *review* yang lebih simple seperti *grammar*, ya, serta ada *expansion*nya. Jadi *expansion* itu mengembangkan topik yang tadi ke topik yang lebih luas jika waktunya ada, biasanya seperti itu. **(Line 6.3)** Eem variasinya adalah kadang-kadang sebelum kita masuk ke materi kita ee memberikan *warming up activities* atau *motivating strategies* bisa berupa *games* ee *light discussion*, diskusi ringan, yang diarahkan nantinya ke ke model dialognya nanti. **(Line 6.4)** Okay tugas *teacher* sudah bisa harus bisa membuat mereka nyaman untuk masuk ke topik sehingga di proses inti, yaitu proses *skill practice* mereka sudah siap dengan semuanya. **(Line 6.5)** Eem okay, ee karena *role play* kalau, maka seperti yang saya bilang di awal tadi *role play* itu jika tidak ada *role play* dalam sebuah kelas	Role Play Role Play	Role Play Role Play	RP -RP/ T2-6.5 RP -RP/ T2-8

	speaking apa lagi kelas *conversation* itu ee kelasnya tidak interaktif kelasnya. Karena *communication skill* yang akan dinilai lebih banyak di kelas *speaking* adalah *how we aee interact with others*, bagaimana kita berinteraksi dengan others. Dengan *role play* otomatis kita memberi waktu untuk ee ada interaksi antar siswa dimana kita tidak terlalu awalnya tidak terlalu apa ee mengontrol mereka atau mereka bisa dibilang *full controled* sampai di *free guided* tadi sehingga mereka bisa, bisa mencapai tujuan fungsi yang ditargetkan dikelas itu. **(Line 8)**			
T1	Yang pertama adalah biasanya saya berharap menambah koleksi perbendaharaan kata, atau *vocabulary mastery* mereka bertambah. **(Line 18.1)** Seperti yang tadi saya bilang saya minta mereka browsing dari internet gitu juga saya juga harapannya adalah mereka ee apa ya, menemukan cara, istilahnya apa ya. Cara atau gaya yang bisa mereka jadikan panduan. **(Line 18.2)** Terus ee menurut saya apa ya mbak yaa, yah karena kadang satu satunya yang gini kadang kalau kita mengajak ngobrol siswa kenapa *role play* ya, role play itu kan temen-temennya se sepantaran ya sebaya. Jadi lebih baik mereka lebih pede **(Line 18.3)**	Role Play Role Play Role Play	Opportunity to practice speaking Opportunity to practice speaking Opportunity to practice speaking	RLLS -OPS/ T1-18.1 RLLS -OPS/ T1-18.2 RLLS -OPS/ T1-18.3
T2		Role Play		RLLS -OPS/ T2-9.1

			Opportunity to practice speaking	
	Jelas sekali ya, karena *role play* sangat bersifat interaktif, pertama bagi level yang menengah ke atas, level menengah ke atas kemampuan *conversation skill* itu biasanya mereka *basic survival*nya sudah bisa mereka tidak suka kelas *speaking* yang tutorial **(Line 9.1)**	Role Play	Opportunity to practice speaking	RLLS -OPS/ T2-9.2
	Jadi *role play* adalah cara dimana mereka merasa diberi kebebasan, dan ketika kebebasan itu dilaksanakan mereka secara bertanggung jawab. Mereka merasa proses belajarnya itu terjadi dan ketika proses belajarnya itu mereka rasakan, momentum untuk memahami konteks dan lebih banyak belajar lagi akan lebih baik. jadi tinggal tugas teachernya untuk membuat mereka mereka merasa belajar. Penting sekali untuk membuat mereka merasa belajar dengan menerapkan ee hal-hal yang tidak sekedar teori. Tapi juga ee *real life action* dan *role play* adalah salah satu ee teknik pegajaran yang, yang sangat-sangat *real life*, yaa sangat mirip dengan kenyataan. Sehingga, sehingga bisa diajarkan dengan lebih baik, Cuma sekali lagi, *role play* nya tidak hanya berhenti dimenghafalkan *exchanges*. **(Line 9.2)**	Role Play	Opportunity to practice speaking	RLLS -OPS/ T2-10.1
	Jadi ee dengan perencanaan *role play* yang baik saya kira ee siswa diakhir kelas itu mampu menggunakan ya tadi, menggunakan model yang diberikan yaa, model dialog yang diberikan bisa digunakan dia untuk konteks yang berbeda, ya	Role Play	Opportunity to practice speaking	RLLS -OPS/ T2-10.2

	bisa dibilang konteks yang mirip tapi dia bisa menggunakannya secara berbeda. **(Line 10.1)** Jadi kemampuan dan *adabtility* mereka akan lebih bagus jika kita menyiapkan *role play* yang kaya dengan tantangan ya. **(Line 10.2)**			
T1	Kalau media pasti saya biasanya mainnya hanya video sih mbak. Video, kebanyakan video. Kalau kebetulan ada orang yang bersangkutan kan ada temen-temen saya yang dari luar ada yang berkunjung gitu saya ajak seperti itu. Tapi biasanya lebih banyak ke video, film biasanya. Saya biasanya berani mempertontonkan suatu adegan film dulu. Satu adegan, satu potongan film aja. Nanti mereka bilang, oo begitu yaa Ms, oo begitu yaa Ms. Nah mereka akan ee dipikiran mereka akan mulai terstimulasi seperti itu. Kalo ee, kemudian fasilitas kedua biasanyanya buku cerita pendek. Saya suruh mereka baca seperti itu. **(Line 23.1)** Kemudian materi-materinya biasanya saya kalau dulu saya menyesuaikan dengan silabus dari pemerintah ya kurikulum dari peerintah gitu. Kalau di ELTI sendiri untuk saat ini karena kami itu fokusnya pada conversation semua materinya itu benar-benar real kehidupan nyata **(Line 23.2)** Tapi sebelumnya kalau kami dari ELTI itu kan biasanya memperbanyak kosa katanya dulu. Banyak kosa kata. Kemudian melatihkan ekspresi ekpresi yang sering dipakai. Nah, kami	Real Life Like Situation Real Life Like Situation Real Life Like Situation	Real Life Like Situation Real Life Like Situation Real Life Like Situation	RLLS -RLLS/ T1-23.1 RLLS -RLLS/ T1-23.2 RLLS -RLLS/ T1-23.3

	biasanya kasih contoh dulu di papan tulis untuk, '*okay how do you say that you ee like living in the village ?'* '*I love here'*. Okay kenapa? *Why*? Saya suruh jawab, kemudian saya kasih pertanyaan. *Why*? '*Because okay, there are a lot of trees'*. *Okay. 'The air is so coo'l*. Nah seperti itu kan alasan-alasan yang mendukung, seperti itu. Nah, nanti biasanya kalau di ELTI itu saya biasanya menyediakan *flash card* atau kartu-kartu kecil yang sudah saya tulis gitu. Ee nanti saya acak kemudian okay saya acak kemudian ee saya kasih ke siswa. Saya suruh ambil dan kalau role play di ELTI itu lebih spontanitas ya mbak ya, lebih spontanitas. Jadi tidak pakek, tidak seribet yang di sekolah yang harus membuat *script* atau segala macem. **(Line 23.3)** Karena biar anak-anak tahu, apa ya, gini mbak mm kalau saya ya ee karena saya juga di bidang terjun dibidang terjemahan kadang begini walaupun hanya sebatas ekpresi dalam bahasa Inggris, ee kita harus tetap mengajarkan cara atau secara *grammar* yang tepat. Nah , bukan terjemahan mentah mentah dari bahasa Indonesia ke bahasa Inggris. **(Line 26.1)** Jadi itu, jadi lebih ke itu mbak, supaya kalo saya pribadi karena saya seorang guru yang *grammar nazi* itu saya menghindari tidak ada terjemahan mentah-mentah dari bahasa Indonesia ke bahasa Inggris **(Line 26.2)**	Real Life Like Situation Real Life Like Situation Real Life Like Situation	Real Life Like Situation Real Life Like Situation Real Life Like Situation	RLLS -RLLS/ T1-26.1 RLLS -RLLS/ T1-26.2
T2				

	Okay, jadi ada beberapa teknik untuk membuat *role play* itu pertama menarik, kemudian *down to earth* artinya *doable* bisa mereka lakukan. Karena kalau tantangan kalau susah mereka akan ketakutan juga. Menarik, *doable* dan berikutnya ee mudah di ingat. Ada beberapa teknik memang untuk membuatnya menjadi menarik. Kalau menarik itu bisa dengan ee situasi yang menarik juga yaa, situasi yang menarik juga. Jadi misalnya jika kita memberi sebuah *role play* situasinya dibuat unik. **(Line 11.1)**	Real Life Like Situation	Real Life Like Situation	RLLS -RLLS/ T2-11.1
	Variasi itu membuat jadi berbeda. Mereka bisa belajar dari yang di aplikasikan temenya tapi juga melihat bahwa, ooh ternyata berbeda konteks ada perbedaannya, seperti itu ya. Itu namanya variasi situationnya, situationnya kita buat variatif. Itu selain membuatnya semakin menarik itu memberi mereka banyak *point of view*, sudut pandang pada perbedaan-perbedaan *role play*. **(Line 11.2)**	Real Life Like Situation Real Life Like Situation	Real Life Like Situation Real Life Like Situation	RLLS -RLLS/ T2-11.2 RLLS -RLLS/ T2-12
	Yang paling simple dilevel yang atas cuma dikasih *cards, 'you are students of the last semesters you need your ee juniours in your high*	Real Life Like Situation	Real Life Like Situation	RLLS -RLLS/ T2-13

	school, you said you students and you asking about extracuricula'r, misalnya. **(Line 12)** Yaa iu memang variasi ya, *allright*. Jadi kebanyakan model dialog bisa berbentuk *listening*. Kebanyakan *listening, include listening* bisa memberi mereka contoh banyak untuk *producing*nya kan yaa. Okay baik itu bersifat *auditory* atau pun *audiovisual* berbentuk video yaa **(Line 13)** Mempersiapkan dengan *real life challanges* kalau seperti itu sekali lagi harus di lihat dari kempampuan mereka kan yaa. Eemm *real life challanges* dalam penggunaan bahasa asing selalu menantang untuk diajarkan karena kita tidak menggunakannya sebagai *second language* di Indonesia. Jadinya ee kita selalu berusaha memberi mereka motivasi. Memang kalau saya, saya berusaha mendekatkan diri dengan siwa, itu nomor satu. Teacher harus beurusan denga dekat dengan siswa, *teacher* harus bisa memberi contoh yang baik pada siswa. **(Line 15.1)** Ee *background* saya yang dekat dengan ee *psyicholingusitic* yang memberi banyak fokus tentang psikologi tentunya membantu saya mendekatkan diri gimana caranya membuat mereka nyaman dulu dan kemudian merasa	Real Life Like Situation Real Life Like Situation	Real Life Like Situation Real Life Like Situation	RLLS -RLLS/ T2-15.1 RLLS -RLLS/ T2-15.2 RLLS -RLLS/ T2-16

	tertantang baru kemudian ee membuat mereka merasa bisa yaa merasa bisa. **(Line 15.2)** Karena ee ya, namanya *production* ya keluarnya bahasa itu akan terjadi jika mereka nyaman gitu ya jika mereka nyaman. Ehem ehem (batuk) tugas *teacher* adalah meyakinkan mereka bahwa *ee that is the right place to learn yaa the teachers is the right person to learn with okay*. **(Line 16)**			
T1	Jadi apakah menjadi strategi apakah dia itu hanya terpaku pada satu temennya atau dia bisa ke membagi ee interaksi dengan temen temennya yang lain dan ee apakah dengan interaksi mereka satu sama lain itu nyambung dengan cerita yang mereka buat **(Line 44.1)** biasanya ada, cuma kencenderungan anak-anak itu mereka hanya akan berinteraksi dengan mereka yang nyambung **(Line 44.2)** Jadi interaksinya itu tetep ada cuman hanya ee kalo kita bandingkan mungkin tidak 100 persen ya. Sekitar 75 persen, yang 25 persen itu tipikal anak- anak yang ya udah lah ngikut aja lah ngikut kayak gitu. Kamu yang ngomong banyak intinya gitu lah. Tapi biasanya yang saya seneng dari anak-anak adalah yang 3 orang anak ini juga berusaha membangun interaksi dengan temen-temen yang agak malu-malu	Real Life Like Situation Real Life Like Situation Real Life Like Situation	Comprehensive interaction Comprehensive interaction Comprehensive interaction	RLLS -CI/ T1-44.1 RLLS -CI/ T1-44.2 RLLS -CI/ T1-45

	seperti itu. Tapi itu kembali lagi tergantung anak-anaknya sih mba. **(Line 45)**	Real Life Like Situation	Comprehensive interaction	RLLS -CI/ T1-46
T2	Positif iya. Mau tidak mau karena apa yaa karena itu ditampilkan dan saya mesti kasih *reward* ya. **(Line 46)**	Real Life Like Situation	Comprehensive interaction	RLLS -CI/ T2-21
	Biasanya tapi jika ee mengajak siswa untuk paham secara komprehensif dalam artian ketika ee ada ee elemen *role play* itu diubah mereka bisa merubah mereka sendiri menurut saya, komprehensif dalam *role play* itu adalah *being natural* yaitu bagaimana mereka secara alami bisa merubah kapan saya harus berubah ketika lawan bicara ngomong begini saya harus berubah seperti apa. Jadi, kenapa ? karena *real life* itu is *unpredictable* yaa. *Real life is unpredictable* selama kita ee dilatih unuk tau kapan kita pakai strategi yang membuat kita lebih nyaman dalam berkomunikasi *teache*r harus memberikan itu, ya. **(Line 21)**	Real Life Like Situation	Comprehensive interaction	RLLS -CI/ T2-22
	Ee yang jika diawal-awal *role play* itu berhubungan dengan *their experience*, pengalaman mereka, berhubungan dengan *their insight*, *their broader knowledge*, pengetahuan			

	umum mereka luas tidak begitu. *Underes* sekali kalau kelas kita misalnya, walau pun itu kelas *adult* tapi kadang ada kelas-kelas anak-anak SMP yaa yang karena SMP mereka levelnya sudah bagus akan naik ke level *adult* dan kami juga ada siswa seperti itu. Mereka biasanya bahasanya lebih bagus karena dilevel-level bawah itu mereka *accuracy*nya tujuannya banyak di *accuracy*. Ketika mereka masuk di kelas *adult* seringnya mereka *accuracy*nya bagus, tapi konten mereka kurang disuruh *role play* macem-macem mereka bingung mau ngomong apa karena mereka belum pernah mengalami atau ee memahami situasi atau peran orang lain. Kedewasaanya juga sangat mempengaruhi sih itu. **(Line 22)** Secara umum iya, karena di kelas-kelas non formal seperti LIA ini kebanyakan memang motivasinya bagus. Tapi memang ada misalnya yang anak-anak dikirim orang tuanya begitu dan motivasi mereka kadang-kadang kurang gitu. Apalagi dilevel-level bawah itu kadang-kadang mereka kurang kooperatif dengan temennya, kurang kooperatif kemudian temannya berusaha menggunakan bahasa Inggris lebih total dia mengganggu yaa. **(Line 23)**	Real Life Like Situation	Comprehensive interaction	RLLS -CI/ T2-23
T1	Bisa he eh, sering digunakan terus menerus. Contohnya ee contohnya ketika perbedaan	Fluency Practice	Fluency Practice	FP -FP/ T1-31.1

	terjadi terlihat ketika saya mengajar di sekolah formal dengan lembaga pendidikan ya. Itu jauh berbeda. Bedanya dimana? Biasanya anak-anak yang les, les seperti di IONs, di ELTI, atau dimana lagi. Pokoknya kursus bahasa Inggris. Mereka fluencynya lebih dapet. **(Line 31.1)**	Fluency Practice	Fluency Practice	FP -FP/ T1-31.2
	Nah, karena apa selalu didalam kondisi mereka harus selalu ngomong bahasa Inggris dan kita benar-benar membawa *role play* itu dalam dunia nyata. . **(Line 31.2)**	Fluency Practice	Fluency Practice	FP -FP/ T1-31.3
	sebelum saya masuk ke materi belajar, taruh lah saya biasanya membawa dulu diri saya dulu untuk tanya '*how are you today*?' '*I'm not so good Ms.' 'Why?' 'I broke up with.* **(Line 31.3)**	Fluency Practice	Fluency Practice	FP -FP/ T1-32
	Contoh kan dia cerita tentang *broke up with my boyfriend in this morning*. '*Oh i'm so sorry to hear that*'. Jadi saya membawakan ekspresi-ekspresi yang sesuai dengan keadaan siswa kemudian saya berikan dia sedikit motivasi, nah itu yang saya kasih. **(Line 32)**	Fluency Practice	Fluency Practice	FP -FP/ T1-33
	Sebagian besar iya sebagian besar tidak hahaha **(Line 33)**	Fluency Practice	Fluency Practice	FP -FP/ T1-34
	Bisa *fifty fifty* lho mbak. Tapi itu kalo di konteks di sekolah ya. Iya konteks di sekolah. Karena ada karakter siswa yang memang dia suka ngomong aktif, tapi ada juga karakter siswa	Fluency Practice	Fluency Practice	FP -FP/ T1-35.1

	yang, pokoknya aku lebih suka nulis lah lebih suka mikir dari pada ngomong**(Line 34)**	Fluency Practice	Fluency Practice	FP -FP/ T1-35.2
T2	Iya interestnya beda. Tapi kalau kalau di lembaga atau di kursusan itu jelas terlihat sekali, gitu. **(Line 35.1)** Intinya bahwa kita gimana caranya membawa *role play* itu kedalam kehidupan sehari-hari juga gitu. **(Line 35.2)**	Fluency Practice	Fluency Practice	FP -FP/ T2-17
	Ee disini misalnya ee *fluency* selalu diutamakan di di *role play* yaa. Jadi ketika mereka melakukan kesalahan kalau di *skill practice* itu kita bisa langsung koreksi mana yang salah. Tapi kalau sudah mau, sudah waktunya *act out* kita tidak boleh interupt yaa. *Teachers* harus memahami *diction* yang mereka bisa lakukan. jika perlu kita memberi *feedback*nya secara *general* dulu setelah nama orang *perform* baru boleh beri tahu kesalahan dia *general*nya adalah ini ini ini **(Line 17)** Yaa bagi saya *role play is the best way to ee observe*, dia cara yang baik untuk meng*observe* kekurangan kelebihan siswa yaa. *Role play is one of the best ways to evaluate*, salah satu cara untuk mengevaluasi apakah ee *target language skill* yang di dicanangkan tiap pertemuan itu tercapai atau tidak ya untuk kelas-kelas	Fluency Practice	Fluency Practice	FP -FP/ T2-18

	conversation yaa. Dan *role play* adalah cara yang membuat kelas lebih hidup dengan interaksi sebenarnya. Jadi *it is, it is very significant for conversation class. Class will not be lively without role play* yaa. Okay sekali lagi tergantung kemampuan mereka yaa, dan bagaimana kita membuat *role play*nya menjadi *not dragging* gak *boring* selalu gitu-gitu aja terus. Kalau pun topiknya unit ini dengan topik ini mirip mirip kita harus buat berbeda sehingga ee *this section will be different with last section. There will be more challanges and more challanges, so they got one more one more*, mereka ada dapat tambahan dari ini besok ada tambahan lagi *so it will keep them learning* **(Line 18)**			
T1	Tidak biasanya ya mbak ya, yang penting ee kamu berani ngomong dulu. Nah, nanti kesalahan-kesalahan itu akan saya catat sedikit-sedikit di notes biasanya. Baru setelah di akhir, di akhir pertemuan saya biasanya akan memberikan ee pembetulannya, kayak gitu. **(Line 36.1** Saya juga biasanya minta pembenaran dari mereka sendiri. Harusnya gini Ms. Okay, so kamu harus ngomong ini ya *instead of* ini gitu. Terus ee saya bilang memang ketika kamu ngobrol dengan dengan orang asing itu tidak akan di, tidak akan di apa ya **(Line 36.2)**	Fluency Practice Fluency Practice	Accuracy Practice Accuracy Practice	FP -AP/ T1-36.1 FP -AP/ T1-36.2
		Fluency Practice	Accuracy Practice	FP -AP/ T1-37

	Terlalu *notice*. Cuman alangkah baiknya kalau kamu bisa ngomong dengan *grammar* yang benar, gitu. Karena kamu ketika saya mesti menekankan karena kamu kalau speaking tidak melulu dengan suasana yang casual atau santai, besok kalau presentasi gimana? **(Line 37)**	Fluency Practice	Accuracy Practice	FP -AP/ T1-40
	Accuracy sebenarnya perannya kalau bagi saya tetep ee penting ya mbak ya. Penting karena mm apa ya, bagi sebagian orang, sebagian besar orang asing ya. Terutama mereka, nanti masuk ke ini mbak masuk ke lebih ke situasional sih bagi saya. Situasional, kemudian *accuracy* dalam hal ini adalah lebih ke selain ke *grammar* iya artinya tau tensesnya dulu aja deh masa dan waktu itu yang paling penting. Kemudian yang paling penting kedua adalah eem apa ya. *Accuracy* itu membantu membentuk karakter ketika kita berbahasa. **(Line 40)**	Fluency Practice	Accuracy Practice	FP -AP/ T1-41
T2	Dan *accuracy* memang suatu hal yang penting karena ya itu tingkat bahasa itu kan sensitifitasnya tinggi **(Line 41)**	Fluency Practice	Accuracy Practice	FP -AP/ T2-19.1
	Okay. Ee yaa *fluency for me is always number one but, ee certain part of accuracy is very important* yaa. Banyak bagian akurasi yang			

	sangat penting. *But mostly for conversation class*, saya selalu membicarakan hal dengan tujuan yang penting dulu bahwa sebenarnya kita ngajarin *grammar it is not because we want students be English teacher* yang harus tau segalanya, tidak. Tetapi kita harus fokus kan pada *accuracy problems* yang berurusan dengan meaning, selalu itu yaa. Kalau kesalahan itu mengubah makna secara total itu harus, harus dikoreksi yaa. Tentunya dikoreksinya di *skill practice* yaa. Diwaktu dilatihannya itu daripada dihasil akhir nanti. **(Line 19.1)** Koreksi harus hal-hal yang bersifat ee *distracting* secara *meaning* yaa, merubah makna secara *meanin*g. Karena, karena banyak konteks di Inggris yang harus betul-betul bersifat ee *forms, formative*, bentuknya harus betul-betul jelas yaa. **(Line 19.2)** Ee kalau *practice accuracy* ee *role play*nya tidak terlalu banyak konteksnya yaa. Ee di *accuracy* sendiri itu biasanya ee dilatih di proses skill practice, kemudian ee sebagai *expansion*, pengembangan dari topiknya kita baru ke arah tambahanya misalnya *structures, pronunciation, ee intonation* itu sebagai tambahan *accuracyny*a. Jadi dalam proses *role play* sendiri kita tidak menggunakan ee *correcting accuracy* yang banyak yaa. Karena itu akan mempengaruhi ee proses *fluency* mereka. Yaa jadi tetep tugas *teacher is reminding them* pentingnya *accuracy*	Fluency Practice Fluency Practice	Accuracy Practice Accuracy Practice	FP -AP/ T2-19.2 FP -AP/ T2-20

	tapi kita harus tau kapan kita betul-betul mengoreksi mereka sehingga tidak mengganggu kenyamanan mereka berlatih. **(Line 20)**			
T1	Mmm kebanyakan, kebanyakan seneng sih mba karena mereka bisa bereksplorasi dengan sendiri sendiri. Ya mereka bisa apa ya bereksplorasi, mereka bisa ngomong sesuka hati mereka gitu. Ee terus apalagi, tapi ada juga yang malu, tergantung lagi dengan siswanya. Tapi kalau selama ini yang saya temui anak-anaknya ee mereka suka ngomong cuma mereka malu aja dan tidak ada apa namanya, tidak ada ini tidak ada wadahnya seperti itu. Biasanya mereka, ayo Ms *role play* lagi. Ya kamu maunya *role play* apa terserah. Tapi biasanya mereka kalau sudah kecanduan *role play* minta *role play* terus itu. Itu saya harus ngerem bahwa nanti dulu, kita masuk kemateri yang ini dulu. **(Line 68)**	Students Exited Response	Students Exited Response	SER -SER/ T1-68
	Biasanya memanfaatkannya itu paling apa ya mbak ya, ee saya mm kalu saat ini sulit mbak. Karena anak-anak jaman sekarang itu lucu. Lucunya itu kalau ee memanfaatkannya kan biasanya kan karena keseringan, karena anak-anak suka ngomong benefit yang lain kan contoh lah mereka bisa yang masuk ke *English club*, *English speaking club*nya. *Benefit* yang lain bisa ikut lomba, bisa pede ikut abcdefg, lomba *speech*, lomba apa ya lomba *story telling* segala macem. **(Line 69.1)**	Students Exited Response Students Exited Response	Students Exited Response Students Exited Response	SER -SER/ T1-69.1 SER -SER/ T1-69.2

	Tapi kalau anak jaman sekarang, untuk post milenial ini ketika mereka di ini, dibandingkan dengan temannya mereka tidak terima bahwa saya, aku tu punya skill yang lain Ms jangan di bandingkan. Cara satu-satunya adalah benar-benar ee membawa suasana kehadapan mereka. Jadi kepepetnya gimana. Jadi biasanya kayak gini kalau cerita dari temen-temen saya yang masih di sekolah itu gini. Yo wis makannya aku sering kontak, kontak Ms untuk ada temen orang asing gak untuk tak bisa bawa ke kelas? Gitu. Terus akhirnya *free speaking class*. **(Line 69.2)** Karena kalau ada tanggapan negatif saya lihat dulu negatifnya seperti apa. Karena itu ada tarafnya mbak **(Line 72.1)** Cara yang paling ekstrim, saya katakan ekstrim itu saya sampai ngajak anak itu ngobrol berdua. Kenapa sih kamu ok gak suka bahasa Inggris kenapa? Dan membawa diri sebagai teman mereka aja gitu. Terus berba, saya biasanya berbagi pengalaman saya kepada mereka kayak gitu. Saya ajak ngobrol dari hati kehati biasanya kemudian saya bukakan lagi. Nah nanti pada kalo pada saat titik mereka selain bilang tidak suka tapi kemampuan mereka gak sampai secara intelektual kan gak semua anak bisa ya mbak ya. Saya paling begini, okay saya akan ngasih biasanya saya kasih tugas, saya kasih tugas kamu ngumpulin tugas ini saya kasih poin 15.	Students Exited Response Students Exited Response Students Exited Response Students Exited Response	Students Exited Response Students Exited Response Students Exited Response Students Exited Response	SER -SER/ T1-72.1 SER -SER/ T1-72.2 SER -SER/ T1-73 SER -SER/ T1-74.1

T2	Apalagi kalau kamu bisa bener semua. Dia akan lebih terpacu **(Line 72.2)**			
	Saya biasanya saya ajak ngobrol dari hati-kehati termasuk dengan orang tua. Itu yang paling ekstrem **(Line 73)**	Students Exited Response	Students Exited Response	SER -SER/ T1-74.2
	Saya biasanya saya punya notes, punya jurnal jadi apa biasanya kan *obstacles*nya apa saja solusinya apa, nah itu kan saya catat semua nah nanti jika saya ketemu hal yang sama tinggal cari aja dari catetannya. Tapi bukan berarti kita terus-terusan ee mengacu catatan yang sama tapi kita harus mencari solusi yang lain gitu. Dengan biasanya saya diskusi dengan temen-temen guru. **(Line 74.1)**	Students Exited Response	Students Exited Response	SER -SER/ T2-30.1
	Komunikasi dengan rekan kerja dengan sesama guru itu penting juga, kayak gitu. Kalau toh ada kesamaan yaa berarti memang caranya mentok sampai situ, tapi kalau ada ide lain kenapa enggak kayak gitu. **(Line 74.2)**	Students Exited Response	Students Exited Response	SER -SER/ T2-30.2
	Okay, ya. Dilevel bawah selalu di awal-awal selalu mereka agak ketakutan itu biasa yaa ketakutan biasa. Tapi secara umum jika kita bantu dengan *simplifying line* yang tadi kita kasih dialog kita kasih video itu *genuie* tapi mereka masih takut. **(Line 30.1)**	Students Exited Response	Students Exited Response	SER -SER/ T2-31

	Jika respon mereka kelihatan kesusahan yaa kita harus dimodifikasi dipermudah lagi, dipermudah lagi gitu aja ya. Targetnya terlalu tinggi dibawahkan lagi. Semua perencenaan kesatuan di kelas itu berdasarkan asumsi. *Real action* yang kita lakukan itu yang paling penting ketika kita perencanaannya tidak cocok dengan kenyataan ya kita harus bisa pinter mengalihan arah sedikit. Kita ganti yang lebih *doable*, kita ganti yang lebih mereka merasa ee reachable bisa melakukannya, nyaman dan merasa belajar, itu saja dulu secara target kesatuannya **(Line 30.2)** Iya, yaa. Dibeberapa konteks kecuali itu bersifat trobosan ya. Kalau ada anak merasa tidak suka, tidak suka latihan dengan cara ini tau bagaimana kalau kita sudah punya kenyamanan untuk ee memberikan ide. **(Line 31)** Hampir tidak ada. yaa jadi yaa *role play* itu ee jika diberikan pada saat yang tepat pada kesiapan mereka dengan cara yang tepat tidak ada yang bermasalah yaa. Akan bermasalah jika seorang siswa dengan kita komunikasinya kurang bagus kemudian kita kasih buat siswa berat buat mereka kemudian ada komunikasi dengan temannya di, di *pairing up* dengan orang yang tidak cocok dengan mereka maka dimensi penolakan mereka lebih besar yaa. Jadi dalam	Students Exited Response	Students Exited Response	SER -SER/ T2-32

	prosesnya *teacher* nya harus pinter membaca untuk itu yaa. **(Line 32)**			
T1	Pastinya rame, gaduh, dan itu yang saya harapkan **(Line 61)**	Students Exited Response	Alive and Active Classroom Atmosphere	SER -AACA/ T1-61
	Aktif gitu. Bahkan ada, bahkan saya, saya minta satu aula untuk saya pakai **(Line 62)**	Students Exited Response	Alive and Active Classroom Atmosphere	SER -AACA/ T1-62
	"Pastinya kita harus ini ya mbak ya, jadi guru harus kreatif. Ya kreatif, salah satu caranya adalah tau karakter siswa itu pasti. Tau karakternya bahkan sampai hal mendalam. **(Line 65)**	Students Exited Response	Alive and Active Classroom Atmosphere	SER -AACA/ T1-65
	He eh yang *relate* dengan kehidupan mereka, kesukaan mereka, *interest*nya mereka. Tapi memang menggabungkan anak-anak dalam kelompok yang *interest*nya agak berbeda-beda itu agak sulit. Jadi kita juga harus jeli. **(Line 66)**	Students Exited Response	Alive and Active Classroom Atmosphere	SER -AACA/ T1-66
	Eee penting tapi tidak selalu seperti itu. Karena tetap kalo saya, kalo saya membawa jadi terganggu, seperti itu. Tergantung *skill*nya mbak karena kalau *speaking* itu saya gabungkan dengan reading ya. Jadi reseptif dengan productive skill seperti itu. **(Line 67)**	Students Exited Response	Alive and Active Classroom Atmosphere	SER -AACA/ T1-67

T2	Ee ya tadi sesuai dengan levelnya **(Line 27.1)**	Students Exited Response	Alive and Active Classroom Atmosphere	SER -AACA/ T2-27.1
	Ee biasanya sempet *hetic* karena level-level yang atas mereka akan banyak *showing their creativity* dan ada beberapa kelas beberapa jenis siswa akan berusaha *showing off* kemampuan mereka ya jadinya kelasnya akan lebih ee di satu sisi *out of control* tadi sebenarnya. **(Line 27.2)**	Students Exited Response	Alive and Active Classroom Atmosphere	SER -AACA/ T2-27.2
	Penting sekali, jadi yaa. Kita mengajar nggak cuma satu atau dua jam yaa jadi sebuah periode dimana kita bertemu mereka lagi dan lagi itu tidak boleh meberikan sesuatu yang terlalu *predictable* sesuatu yang mudah kebaca mereka, oh ini lagi ini lagi, nah kan kurang menarik kan. Sehingga kalau bisa sebuah *series of learning processes* itu harus ee semakin kalau di awala-awal selalu yang menarik ya kemudia semakin ke menantang yaa, semakin menantang. Dalam proses tiap pertemuannya kita harus beri motivasi dimana ee kegiatan yang kita lakukan itu selalu berurutan tau tujuannya, tadi sudah memberi tau hari ini kita fokus nya apa mereka tau tujuannya, mereka tau yang akan mereka harus lakukan yaa. Kemudian kita perlu tambahin dengan motivasi-motivasi. Simple kalau saya selalu memberi diakhir kelas saya memberika *the best speaker of the day*, hari ini	Students Exited Response	Alive and Active Classroom Atmosphere	SER -AACA/ T2-29

	yang paling pinter ngomong ini. yang pinter ngomong itu belum tentu yang terbaik lho, saya bisa pilih orang yang, yang sebenarnya gak begitu pinter amat tapi progresnya banyak hari ini. **(Line 29)**			
T1	Mmmm saya gunakan untuk lebih mengenal temen-temennya tu kayak apa aja sih kayak gitu. Untuk meningkatkan empati dengan yang lain. **(Line 76.1)**	Boost Students' Self Confidence	Boost Students' Self Confidence	BSSC -BSSC/ T1-76.1
	Dalam role play itu ketika mereka menyusun sebuah naskah menyusun sebuah ee menyusun sebuah cerita, itukan mereka kan harus menyesuaikan dengan karakter temennya dan dari situ mereka akan tau, akan tau temennya kayak apa sih. **(Line 76.2)**	Boost Students' Self Confidence	Boost Students' Self Confidence	BSSC -BSSC/ T1-76.2
	Apa ya mbak, selain *role play* saya biasanya *monologue text*. Jadi saya minta dia, saya akan siapkan *monologue text* ini saya suruh act mereka. Mereka *acting* seperti apa sih. **(Line 78.1)**	Boost Students' Self Confidence	Boost Students' Self Confidence	BSSC -BSSC/ T1-78.1
	Apa ya mbak, selain *role play* saya biasanya *monologue text*. Jadi saya minta dia, saya akan siapkan *monologue text* ini saya suruh act mereka. Mereka *acting* seperti apa sih. **(Line 78.2)**	Boost Students' Self Confidence	Boost Students' Self Confidence	BSSC -BSSC/ T1-78.2
	Bedanya mungkin lebih ke porsi ngomong..... porsi ngomong kemudian ya itu porsi ngomong karena kaitannya dengan topiknya. **(Line 79)**			BSSC-BSSC/ T1-79

T2	Ee satu, membangun kinerja sama mbak *team work*, *team work* anak-anak, kemudian mengembangkan ide mereka, terus kemudian ya itu tadi menemukan rasa empati dengan temen-temennya. Terus biar memotivasi satu dengan yang lain kayak gitu. Lebihnya kesitu sih, kalo saya lebih ke ke *team work* lebih ke itu jadi biar paham gitu loh. **(Line 81)**	Boost Students' Self Confidence	Boost Students' Self Confidence	BSSC-BSSC/ T1-81
	Kalau pendapat saya pribadi itu karena ini mungkin pemilihan, pemilihan topiknya nah topik pemilihan topik dan itu. Pokoknya settingnya lah mbak settingnya. Lokasi, topik, dan juga ini lokasi, topik sama karakter. Pastikan mereka tau bener-bener karakter, topik yang sedang kita bicarakan ya gitu. Jadi seorang guru pun harus bisa menyederhanakan topik. **(Line 57.1)**	Boost Students' Self Confidence	Boost Students' Self Confidence	BSSC-BSSC/ T1-57.1
	Jadi ee bagaimana *role play*, itu balik lagi balik lagi ke topiknya, balik lagi ke penyederhanaan materinya. Yang pasti menyentuh keseharian mereka dan yaa pokonya sehari-harinya mereka seperti apa. Kayak gitu, itu mereka akan lebih percaya diri. Nah nanti, untuk meningkatkan ke level selanjutnya kita harus dampingi. **(Line 57.2)**	Boost Students' Self Confidence	Boost Students' Self Confidence	BSSC-BSSC/ T1-57.2
	Mmmm saya gunakan untuk lebih mengenal temen-temennya tu kayak apa aja sih kayak gitu.	Boost Students' Self Confidence	Boost Students' Self Confidence	BSSC-BSSC / T1-76.1

	Untuk meningkatkan empati dengan yang lain. **(Line 76.1)**	Boost Students' Self Confidence	Boost Students' Self Confidence	BSSC-BSSC / T1-76.2
	Dalam role play itu ketika mereka menyusun sebuah naskah menyusun sebuah ee menyusun sebuah cerita, itukan mereka kan harus menyesuaikan dengan karakter temennya dan dari situ mereka akan tau, akan tau temennya kayak apa sih. **(Line 76.2)**	Boost Students' Self Confidence	Boost Students' Self Confidence	BSSC-BSSC / T1-78
	Apa ya mbak, selain *role play* saya biasanya *monologue text*. Jadi saya minta dia, saya akan siapkan *monologue text* ini saya suruh act mereka. Mereka *acting* seperti apa sih. **(Line 78)**	Boost Students' Self Confidence	Boost Students' Self Confidence	BSSC-BSSC / T1-79
	Bedanya mungkin lebih ke porsi ngomong..... porsi ngomong kemudian ya itu porsi ngomong karena kaitannya dengan topiknya. **(Line 79)**	Boost Students' Self Confidence	Boost Students' Self Confidence	BSSC-BSSC / T1-81
	Ee satu, membangun kinerja sama mbak *team work*, *team work* anak-anak, kemudian mengembangkan ide mereka, terus kemudian ya itu tadi menemukan rasa empati dengan temen-temennya. Terus biar memotivasi satu dengan yang lain kayak gitu. Lebihnya kesitu sih, kalo saya lebih ke ke *team work* lebih ke itu jadi biar paham gitu loh. **(Line 81)**	Boost Students' Self Confidence	Boost Students' Self Confidence	BSSC-BSSC/ T2-33.1

	Eee sebagai teknik, ee *role play* hari kayak tadi, harus di kombinasikan yaa dengan harus dikombinasikan yaa. Nomor satu menggunakan teknik-teknik dasar *conversation* yaa jadi sekali lagi mereka sudah siap untuk memulai dan menutup *conversatio*n dengan baik tidak semuanya terlalu *jumpy* ya. **(Line 33.1)** Kemudian ee bikin semuanya menjadi lebih menarik dengan pilihan setting yang berbeda, pilihan *role* yang unik yaa, kemudian kalau perlu kita setting club cerita yang yang memberi mereka kebebasan untuk berkreasi. Tentunya itu membuat mereka akhirnya tidak cuma nyaman tapi juga puas dan kedua mereka juga merasa terinput. Selain kadang-kadang merasa menghibur juga dengan yang lainnya ya. Itu kombinasi seperti itu yang membuat mereka nyaman dan puas gitu **(Line 33.2)** Teknik yang lain yang paling sering setelah *role play* adalah *monologue* yaa yaitu *solo speaking*. Mulai dari *a talk* yang ee *a talk* itu *short presetation* yang cuma ngomongin ee satu hal dalam 3 menit *very simple one*. Ehem itu teknik yang juga bagus untuk *confidence* untuk mereka yang sudah siap. **(Line 34.1)** yaa selain itu kemudian juga selain monolog aa teknik yang lain biasanya adalah ee *rely questions. Rely questions* itu adalah artinya kita bisa nyuruh seseorang didepan kemudian yang	Boost Students' Self Confidence Boost Students' Self Confidence	Boost Students' Self Confidence Boost Students' Self Confidence	BSSC-BSSC/ T2-33.2 BSSC-BSSC/ T2-34.1 BSSC-BSSC/ T2-34.2

	lainnya akan bertanya yaa. Sebenarnya mereka bedanya monolog, monolog harus nyiapin mau ngomong apa setelahnya. Kalu *rely questions* itu tinggal jawab pertanyaan temennya yaa. Kebiasaan menjawab pertanyaan temennya itu juga nantinya bisa nantinya kita gunakan untuk menganalisa mereka mampu nggak merespon sesuatu, sehingga nanti kita bisa nyiapin *role play* yang seperti apa mereka aa tepatnya diberikan, nah kalau itu *rely question*. Berikutnya tadi yang lain yang paling sering tapi lebih sering untuk pemanasan itu adalah ee *internal mambling*. Kalau *internal mambling* itu interaksi dengan banyak orang di waktu yang pendek dapat informasi secepat-cepatnya. Jadi kita suruh mereka berdiri dalam waktu 10 menit tanya 5 orang tentang ini ini ini misalnya. Mereka akan muter dan tanya itu ee teknik yang bagus untuk nyamankan orang yang belum kenal yaa biasanya ya. Karena dapat tugas haru *real information* dari orang lain itu misalnya, nah itu akan menyenangkan mereka lebih kenal, akrab dengan temannya. **(Line 34.2)** Eee *role play* sendiri dalam hubungannya dalam *confidence* sangat berbeda disetiap levelnya. Dilevel bahwah *role play* itu mem sekali lagi membuat mereka nyaman tidak selalu dimonitor yaa karena kita bisa tinggalkan baik itu kelas *online* atau *offline*. Kalau di *online* kita bisa menggunakan mereka *outroom* dimana mereka	Boost Students' Self Confidence Boost Students' Self Confidence	Boost Students' Self Confidence Boost Students' Self Confidence	BSSC-BSSC/ T2-25

	dipisah. Kita tidak perlu mendengarkan mereka sehingga mereka punya *freedom* di situ yaa. Jadi kenapa, karena secara umum ee *being monitored is good but being ee monitored totaly* itu membuat mereka tidak, tidak nyaman. Jadi dilevel bawah membuat mereka nyaman punya kebebasan, dilevel tengah membuat mereka nyaman karena merasa bisa melakukan yang mereka tugaskan, dilevel yang atas mereka bisa mengekspresikan diri dan bisa bahkan mengeksplorasi dirinya menjadi orang yang lebih ya tadi menyenangkan, meyakinkan atau bahkan ee ee *inspiring* memberi inspirasi ke orang lain, itu untuk level yang diatas – diatas. **(Line 25)** Tapi aspek yang meningkatkan nomor satu adalah kenyamanan hubungan antar pihak di kelas yaa. Yang harus kontrol namor satu adalah *teacher* yaa, nomor satu adalah bagaimana *teacher* mengontrol kenyamanyan ee hubungan antara teacher dengan *student*snya per individual yaa itu harus dibuat nyaman kemudian ee *teacher* harus make sure kenyamanan antar siswanya. **(Line 26.1)** Yang kedua adalah tadi *doable* yaitu tingkat instruksinya. Apakah sulit atau tidak jadi ketika dilevel bawah jangan beri instruksi yang sulit jangan beri situasi yang *complicated*, jangan beri	Boost Students' Self Confidence Boost Students' Self Confidence Boost Students' Self Confidence	Boost Students' Self Confidence Boost Students' Self Confidence Boost Students' Self Confidence Boost Students' Self Confidence	BSSC-BSSC/ T2-26.1 BSSC-BSSC/ T2-26.2 BSSC-BSSC / T2-33.1

	target komiunikasi yang terlalu panjang yaa. Jadi ketika dilevel yang atas ee tantangan itu akan memberi mereka motivasi, dilevel yang bawah ee tingkat kesulitan itu semakin membuat mereka kurang percaya diri. Jadi kita harus tau kapan berikan tantangan sesuai dengan progres mereka serta *matching up* siapa yang sudah mulai berani ketemu denga siapa sehingga ee momentumnya tidak terganggu. **(Line 26.2)** Eee sebagai teknik, ee *role play* hari kayak tadi, harus di kombinasikan yaa dengan harus dikombinasikan yaa. Nomor satu menggunakan teknik-teknik dasar *conversation* yaa jadi sekali lagi mereka sudah siap untuk memulai dan menutup *conversatio*n dengan baik tidak semuanya terlalu *jumpy* ya. **(Line 33.1)** Kemudian ee bikin semuanya menjadi lebih menarik dengan pilihan setting yang berbeda, pilihan *role* yang unik yaa, kemudian kalau perlu kita setting club cerita yang yang memberi mereka kebebasan untuk berkreasi. Tentunya itu membuat mereka akhirnya tidak cuma nyaman tapi juga puas dan kedua mereka juga merasa terinput. Selain kadang-kadang merasa menghibur juga dengan yang lainnya ya. Itu kombinasi seperti itu yang membuat mereka nyaman dan puas gitu **(Line 33.2)** Teknik yang lain yang paling sering setelah *role play* adalah *monologue* yaa yaitu *solo speaking*.	Boost Students' Self Confidence Boost Students' Self Confidence	Boost Students' Self Confidence	BSSC-BSSC / T2-33.2 BSSC-BSSC / T2-34.1 BSSC-BSSC / T2-34.2

	Mulai dari *a talk* yang ee *a talk* itu *short presetation* yang cuma ngomongin ee satu hal dalam 3 menit *very simple one*. Ehem itu teknik yang juga bagus untuk *confidence* untuk mereka yang sudah siap. **(Line 34.1)** yaa selain itu kemudian juga selain monolog aa teknik yang lain biasanya adalah ee *rely questions. Rely questions* itu adalah artinya kita bisa nyuruh seseorang didepan kemudian yang lainnya akan bertanya yaa. Sebenarnya mereka bedanya monolog, monolog harus nyiapin mau ngomong apa setelahnya. Kalu *rely questions* itu tinggal jawab pertanyaan temennya yaa. Kebiasaan menjawab pertanyaan temennya itu juga nantinya bisa nantinya kita gunakan untuk menganalisa mereka mampu nggak merespon sesuatu, sehingga nanti kita bisa nyiapin *role play* yang seperti apa mereka aa tepatnya diberikan, nah kalau itu *rely question*. Berikutnya tadi yang lain yang paling sering tapi lebih sering untuk pemanasan itu adalah ee *internal mambling*. Kalau *internal mambling* itu interaksi dengan banyak orang di waktu yang pendek dapat informasi secepat-cepatnya. Jadi kita suruh mereka berdiri dalam waktu 10 menit tanya 5 orang tentang ini ini ini misalnya. Mereka akan muter dan tanya itu ee teknik yang bagus untuk nyamankan orang yang belum kenal yaa biasanya ya. Karena dapat tugas haru *real information* dari orang lain itu misalnya, nah itu			

	akan menyenangkan mereka lebih kenal, akrab dengan temannya. **(Line 34.2)**			