Chapter One

Introduction

In this chapter there are several important things explained by the researcher. The research background is one of the reasons why researcher is interested in researching this topic. In this chapter, the researcher presents statements about the background of study, the statement and limitations of the problem. In addition, research questions, the purpose of the research and last of this chapter explained research significance and outline of the study.

Background of study

English has many ways to be mastered. In generally English has four skills that must be mastered when someone wants to become fluent in English. All skills are closely related to each other, but there is one skill that is very important to learn when wanting to learn English easily and quickly. Communicating fluently in English is one of the things that must be learned in communication. Zuhriyah (2017) stated that students are required to master their speaking skill very well if they want to communicate in English. Speaking is a kind of productive or active skill, although all four skills are equally important, speaking is the most important tool for communication that needs to be achieved. Moroza (2013) stated that speaking is one of the most important skills to be developed and enhanced as a means of effective

communication. In other word, the purpose of language is communication and the purpose of speaking in the context of language is to increase communicative efficiency.

English has several methods in learning education, one of which is CLT (Communicative Language Teaching). CLT is a method that aims student to develop communicative competence and every activity in the CLT class encourages students to practice English as much as possible. This opinion is supported by many previous studies discussing communicative language teaching. According to Vongxay (2013) CLT is one of the most influential and effective language teaching methods for improving students' communicative abilities. In this method role-play is one part of CLT which is often applied by lecturers in the classroom. Lasen-Freeman (2000) cited that role-play may be situated in authentic settings that students have an opportunity to acquire the intended learning outcomes by making real situation in the script. According to Akbari and Vandi (2010) role-play is an activity for bringing real language situation into classroom is considerably effective in helping students to acquire the target language structure. Ardriyati (2009) said that role-play is very important in the communicative language teaching (CLT) because students enable to have interaction in different social context. Based on this theory, role-play belongs to CLT activity which has the same goals with the CLT activity to develop students' communicative competance.

According to Dawson (2018) Role-play is a general term relating to construction and operating models that replicate the behavior processes of different characters. Thus the role-play is a method involves students to pretend playing the role of a character that is different from themselves. This method can train students to be able to understand English easily and simply. In addition, role-play will also make students more confident to speak in front of others. Nguyen and Do (2017) stated that role-play is seen as one of communicative-based process which allows learners to practice language and interact with others for oral proficiency. Confidence and competence in speaking could be developed from suitable syllabus design, methods of teaching, and sufficient tasks and materials. Boonkit (2010) stated that designing suitable activities like role-play can be a solution to improve confidence. In this method, students have the opportunity to be actively involved so that they will understand the learning.

Role-play method in class requires several aspects that must be considered for student improvement, especially in communication skills which is very difficult. Communication skills should be taught in the classroom by this method, because the values contained in role-play have a beneficial process in ability to communicate directly or indirectly. This problem also occurs with students who study English at a private university in Yogyakarta. Many students assume that they are ashamed to speak English because they are afraid that would make mistakes when speaking. Besides that, there is problem that always faced in learning in the classroom. Demotivation students to learn because the method of learning is too monotone.

Researcher is looking for the solution to solve this problem by trying to find the benefits and challenges that students will face when performing with role-play in class so that after students know the benefits and challenges what they faced on the performing role-play in the class can make students have some knowledge about what they are doing in class. Hopefully that students can foster a sense of pleasure in learning English and so the lecturer should do simple things but with extraordinary results in the classroom. The lecturer must be able to choose an suitable learning method that can foster student learning motivation so that it will not burden students in learning.

The Statement and Limitation of the Problem

To develop English language skills, there are several methods that are often used by lecturers in teaching. Kayi (2006) mentioned several various methods such as discussion, role-play, simulation, brainstorming, story telling, information gaps, interviews, story completion, picture narration, picture description, and reporting. One of the method is the same as researcher's observation in learning English in classroom activity. Role-play is one of the method applied by lecturers at ELED private university Yogyakarta. The researcher's experience, role-play has been applied at English Language Education Department (ELED) in private university Yogyakarta. but some students still have problems in communicating and also have some lack of awareness about benefits role-play methods that students doing in the classroom. Researcher is interested in investigating the benefits and challenges in

role-play because it is one of the methods to improve communication, but some students who have difficulty in speaking. The situation enhanced the curiosity of researcher to uncover challenges about the implementation of doing role-play that faced by students at ELED private university in Yogyakarta. With this problem the researcher tried to find some solution for students about the benefits and challenges of role-play in the class. Based on the experience of researcher as students at ELED in private university of Yogyakarta, researcher feel the benefits and challenges in doing role-play in the class.

The use of role-play in learning is one way to improve the quality of student communication and also in role-play there are many important elements that can be learned by students such as: writing story scripts, good and right dialogue, increasing self confidence etc. Researcher determine to look for answers from students' perceptions about the application of role-play in English classes. To make this research more specific, researcher will only focus on the benefits and challenges of implementation role-play applied by lecturers in the class. Researcher focus on data collection from English department at English language education at a private university in Yogyakarta.

This research topic only focuses on aspects of the benefits and challenges in learning English by using role-play as a learning medium that can be implemented in learning. The researcher also assumed the important things when the lecturer applied the role-play in the English class. To find out how researcher obtain the data to prove

that role-play has benefits and challenges for students, the researcher will show the research questions below.

The Research Questions

Based on the statement and limitation of the problem, the researcher formulated the research questions from this study. The research question of this study are :

1. What are the benefits of performing role-play in EFL classroom?
2. What are the challenges that the students face on performing role-play in EFL classroom?

The Purposes of the Research

Based on the research questions formulated by researcher, the purpose of this study is to find the benefits that is obtained in the implementation of role-play as a medium for student learning in class and what challenges students face when they are role-play in learning.

The Significance of the Research

The results of this research can be used by these parties :

For the institution of education. From this research, the institution would know the benefits and challenges when role-play in classroom activities. This

research can be additional information to evaluate the implementation of role-play at university.

English teachers. Teachers would know how students perceived the benefits and challenges they felt when they did role-play. Also, teachers would understand students' feelings in a better way when performing role-play in the classroom. In addition, this research can be useful as additional information for their teaching, especially in using role-play in class activities.

Pre-service teacher. This research provided the information about benefits and challenges of role play, by reading this research results, pre-service teacher can use this study as a consideration of teaching techniques in the use of role-play in language teaching.

Another researcher. Conducting this research, this research will help other researcher to find out the benefits and challenges in role-play in the classroom. Other researcher can use the research findings as a theoretical summary of further research on the same topic and perhap become comparative learning for them.

Outline of the Study

The structure of the research will be organized into chapters. In the first chapter, the researcher presents statements about the background of study, the statement and limitations of the problem. In addition, research questions, the purpose

of the research and last of this chapter explained research significance and outline of study.

Then, in the second chapter, the researcher explains about the literature review of the research subject. The literature describes several theories of role-play and several theories on the subject. Benefit theories as well as challenges in using role-play are also included in this chapter.

The third chapter focuses on research methodology. There are several aspects included in this chapter, namely, research design, research participants, research settings, data collection methods, data collection procedures, and data analysis.

Then, chapter four covers research findings and discussion. This chapter discusses the findings of research questions. There are students' perceptions about role-play activities, the benefits they get when doing role-play, the challenges they face when playing roles. The findings are related to theory.

Chapter five is the last chapter. This chapter includes conclusions and suggestions from researcher. The conclusion is based on the findings of chapter four. Then, researcher provide some suggestions for institutions, teachers, researcher, and other researcher. It is hoped that the suggestion will have a positive effect.