

Chapter One

Introduction

In this chapter, the researcher presents several points to discuss the main problems of the research. The chapter is arranged into background of the study, identification and limitation of the problem, research question, the purpose the research, the advantages of the research and outline of the research. Those part are explained as following

Background of the study

Speaking is one of the four basic competences that students should master. It has important roles in communication. Students need to master speaking skill because it is the skill which helps students interact and communicate with others. Based on the researcher's experience during the learning process, there are some reasons why students should master speaking skill. First, it helps students increase their knowledge and understanding of the target language. Second, it enhances students' awareness on the importance of mastering language. The last, it helps students to express their idea or felling directly.

Based on researcher's observation, many students especially students of English Education Department, often find out some difficulties. If students speak in front of their classmates in a class, they are too shy and afraid to make mistakes. Researcher also observed that another problem faced by students in speaking is that they suddenly lose their ideas when they speak in front of many audiences. They feel

unconfident, which is caused by less vocabulary, less sentence arrangement, less grammar and also less experience in speaking in front of public. In speaking, students should master some speaking language features, including pronunciation, vocabulary, grammar and fluency. Though many students have mastered vocabularies and grammatical structure, they still have difficulty in speaking. Those are problems that the students face in speaking skill.

There are many techniques which can help students speaking skill namely picture strip story, discussion, simulation, warming-up, storytelling, interview, narration/exposition, question-answer, dialog, drama and role play. One of the techniques that have been applied in speaking classes at English Education Department of Universitas Muhammadiyah Yogyakarta is role play. "Role play is really a worthwhile learning experience for both students and teacher" (Maulany, 2013, p. 31). In addition, role play can be applied in the classroom. This is useful for students to express ideas and improve their knowledge as much as possible. In this process, students are required to think further than usual. This is supported by Aliakbari and Jamalvandi (2010), who stated "role play as a technique is virtually one of the ways teacher can give to learners the opportunity to practice improving a range of real-life spoken language in the classroom" (p. 20)

Despite those benefits provided in role play, students of English Education Department find some obstacles in the implementation of role play. Students feel confused to express their ideas as part of the conversation. During the role play activities in the classroom, students need to remember the text, speak and act based

on their roles. Doing these three things simultaneously is not easy to do. In that situation, students do not only need to have a good confidence in acting and speaking, but also in recalling the memory. Students also have to rehearse prior to the performance. Students need much time to memorize the script. (Aliakbari & Jamalvandi, 2010, p. 20) argues that, "all role plays, the candidate is required to play a part, she or he needs to be given clear instruction and sufficient time to understand them". Role play usually involves more than one student. However, a role play is not appropriate for a large group, as in the role play, students need high interpretation and also high understanding. They should be able to communicate fluently based on their understanding and can interpret it.

Based on the background above, the researcher is interested to find out the EED students' perception on the use of role play at Universitas Muhammadiyah Yogyakarta, and this is stated to be the embarking point of this research.

Identification and Limitation of the Problem

There are several factors faced by students to be able to communicate in English. The problems commonly faced by the students are they feel shy and afraid to make conversation with students to higher English proficiency like when students speak with native speaker. The other problem that they may not have good motivation to practice it. On the other hand, they feel lack of confidence when students practice public speaking in formal conversation. So they need more confidence to practice in formal conversation.

Many techniques can help students in speaking skill. According to Goulden (2005), students perceive role-playing as one of the most important techniques for learning communication skills, after discussion. Though so, the implementation of role play is not without obstacles. Most of students have some problem to deliver their opinions with their conversation partners. Besides, they do conversation in the class, they should memorize the text and act based on a given topic. Those matters should be done by students, although those are not easy. In term of conversation, students should not only realize their self-confidence, but also they should keep in mind for their acting and speaking. In addition, students need to practice and recall their memories related to the performance required. Thus, the researcher is interested to find out students' perception on the use of role play in speaking class at English Education Department of Universitas Muhammadiyah Yogyakarta.

The research would be limited to discuss the EED students' perception on the implementation of role play at UMY, students' perception on the functions of role play, students' perception on the stages in role play, students' perception on the significances of role play, and students' perception on the challenges in role play. This research is focused a discussing the issue based on students' opinion.

Research Question

This research is intended to answer the following question:

‘What is the English Education Department students' perception on the use of role play at Universitas Muhammadiyah Yogyakarta?’

The Purpose of the Research

This research aims at exploring students' perception on the use of role play in the speaking class at English Education Department of Universitas Muhammadiyah Yogyakarta. The perceptions which are being investigated in the present study are in terms of students' perception on the implementation of role play at EED of UMY, students' perception on the functions of role play, students' perception on the stages in role play, students' perception on the significances of role play, and students' perception on the challenges in role play.

The Significances of the Research

This research gives some advantages for the researcher, English teachers and the students.

For the researcher. The first benefit of research is for the researcher herself. By doing this research, the researcher gets more knowledge and experiences about role play. When the researcher implements role play in her class later, she knows how to implement it better.

For the English Teacher. Another benefit of this research is expected to give information dealing with role play to the English teachers. The result of this research can be one of the resources to teach English in speaking class. The English teachers can use the suggestion provided in this study to better implement role play in their class.

For Students. The last benefit this research is expected to give is for students. The result of this research gives information, knowledge and ideas for students. This is can be the opportunities for students who join speaking class to contribute actively in speaking activity including role play. Besides, students are provided with various teaching activities in the class activity. In additional, students' different learning styles are facilitated. Thus, students are able to organize their ideas through this technique.

Outline of the Research

This research is divided into five chapters. The first chapter is Introduction. In this chapter, the researcher presented background of study, identification and limitation of the problem, research question, purpose of research, advantages of research and outline of research. The second chapter is Literature Review. It provided some theories and concepts used as the foundation of this research. This chapter reviews theories and previous studies related research findings about speaking skill, role play and the implementation of role play in learning. The third chapter is Methodology. It consists of four points namely research design, research setting, research participants, data gathering instruments, data gathering procedure and data analysis. Chapter four is the Finding and Discussion. This chapter reported the finding, and then researcher connects it with some theories from the literature review to obtain the answer of the research question. Then, the last chapter consists of

Conclusion and Recommendation of the research. The conclusion answers the research questions and the recommendations are given to both teachers and students.