Chapter One

Introduction

This chapter discusses students' perception on how roleplaying improves soft skills. This chapter consist of background of the research, identification of the problem, delimitation of the problem, questions of the research, objectives of the research, significances of the research, and organization of the study.

Background of the Research

Education is critical for the development of both individuals and societies. Education aims to develop persons with strong abilities and admirable character attributes in addition to improving academic understanding. Soft skills development is a critical component of education. Soft skills such as good communication, teamwork, problem-solving, and inventive thinking are becoming increasingly important in both the professional and personal spheres.

In an effort to improve students' soft skills, creative learning methods are needed. One such method is the use of role playing in the classroom. Role play is a teaching approach that is commonly used and can be applied by teachers in teaching students, because role play can foster students' interest in learning certain lessons. According to Liu and Ding (2009) "Role-play is an effective technique to animate the teaching and learning atmosphere, arouse the interests of learners, and make the language acquisition impressive" (p. 140).

The role play method provides practical experience that is similar to real-life circumstances. Individuals are able to face problems, make decisions, and

interact with others in a safe and controlled setting. Roleplay is an activity where students play a role that is similar to real life by involving the imagination to be someone else in a short time, improvising conversations, and developing real-world scenarios (Nga, 2011). In using role play, students are required to speak and act, so that students experience increased communication skills. According to Krisdiana et al. (2018) roleplay related to word cards was effective in improving speaking skills in communicating. The ability to express ideas and improve students' empathy skills also increase. Rayhan (2014) said that "Through role-play activities, the students learn how to express ideas, opinions, or feeling to others by using words or sounds of articulation" (p. 520).

Engaging in role play exercises has the potential to positively impact the enhancement of diverse students' soft skills. Role play activities can help students improve their soft skills since they allow them to practice these skills in real-life scenarios. Involving students in role play exercises not only gives practical experience, but also creates an interactive and fun learning environment that can drive the development of many soft skills that are important in their personal and professional lives. Thus, abilities such as teamwork, efficient communication, and event analysis are developed (Wahda, 2019).

Despite the fact that role play is frequently employed in teaching and learning activities, little study has been undertaken to analyze student perceptions of role play's use in increasing soft skill abilities. Therefore, this research aims to find out how role play can improve students' soft skills and what soft skills are improved by implementing the roleplay method in the classroom. This research

may provide useful knowledge about how this method can be utilized effectively in education to build skills that are important in personal and professional life.

Identification of the Problems

Role play can be a useful strategy for helping students improve their soft skills. However, as with any learning approach, certain problems may develop. The first problem is lack of self-confidence, many of them feel embarrassed or awkward when they have to come to the front of the class and present their roleplay activities. Because of their bad pronunciation, or when they make a mistake, they are laughed at. Even though, through the role-play method, students can act as other people and express themselves better.

The second problem is that the teacher may lose control throughout the learning process when the role play activity happens. This means that when roleplay activities take place, the teacher only focuses on the students who are doing the activity, so it is difficult for the teacher to ensure that the other students are focused on the activity that is taking place.

The third problem is related to mastering role play material, there are still many students who have difficulty mastering the material because role play uses English, whereas most students rarely use English.

Delimitation of the Problems

Limiting a problem in research is very important to avoid expanding the subject matter and to facilitate discussion of research. The first limitation of the problem was that this research focused on how role play can improve soft skill

abilities. The second focus was on how and what soft skills are improved when using role play. Third, this research focuses on one private university in Yogyakarta.

Research Question

1. How can role play improve student's soft skills?
2. What soft skills are improved in implementing role play?

Objectives of the Research

Based on the research questions, the purpose of this research are:

1. To explore how role play improve student's soft skills.
2. To find out what soft skills are improved by implementing role play.

Significance of the Research

Through this research, there are some benefits could be achieved. The benefits hope can be useful for:

Teachers. This research might provide valuable information that can assist teachers in effectively using roleplay methods to improve students' soft skills. This research also helps teachers to figure out which soft skills can be developed through role play. Furthermore, this research can be a great resource for teachers who want to use roleplay as a teaching approach, helping them understand the benefits it can provide students.

Students. Students are expected to receive advantages from this research. This research provides students with important insights into how the roleplay

technique might improve their soft skills. Moreover, this study might be a useful tool for students to explore the potential of the roleplay technique and understand what they can accomplish with it.

Further Researchers. This study might be a significant resource and source of inspiration for other researchers who want to investigate the use of role play in English language education, particularly in the context of improving soft skills through role-playing activities.

Organization of the Chapter

This research consists of five chapters. The first chapter focuses on the background of the research that describes the context of the research, problems, statement of the problem, research questions, research objectives, the significance of the research and the Organization of the Chapters. The second chapter discusses the literature review. This chapter helps the researcher find many references and provides further understanding of the explanation of role play, its importance implementation of role play, challenges in implementing role play, and strategy which can be used in role play. The third chapter discusses the research design, data collection methods, research participants, and techniques that were used to analyze the data.

The Forth chapter contains findings and discussions which reveal and discuss the answer of the research question of this study which is student's perception about improving soft skills in implementing roleplay in the classroom. The final chapter includes a conclusion and recommendations. This chapter

contains a summary of the research. In this final chapter, the researcher provides several recommendations and suggestions for the students, teachers, and future researchers.