

Chapter One

Introduction

This chapter contains a lot of important points. The reasons why the researcher was interested in researching the topic are included in the study's background. In addition, this chapter covers the study's background, research question, and objective, as well as the research's delimitation and significance.

Background of the study

Language as a tool of people to communicate with other. By this tool people can communicate and understand each other as human being such as word sound, phrase, clause, sentence, symbol, and sign. This implies that we are capable of creating sounds that indicate a certain meaning. So, people start studying the language. According to Sabilah (2002), when someone knows a language, he or she can speak and being understood by others who know that language. One of the global language is English. English has become an international language and considered by the world. A lot of people in the world has been started to learn English.

There are four skills in language learning that is speaking, listening, reading, and writing. In this case the researcher will be focus on speaking. One of the abilities that usually measures the success or failure of someone in speaking English is speaking ability or skill. "Speaking is an important skill that should be learned by student. Speaking involves interaction with one or more participants" (Harmer, 2001:271). There are some reason, why the students should master in speaking skill. Firstly, the succes of learning English is measured by speaking. Richards and Renandya (2002) said that "A significant proportion of the world's language learners study English in order to improve their speaking abilities." (p. 201). Similarly, Nazara (2011) argued that society's tendency to value speaking skills as a measure of English mastery is reflected in the tendency to value speaking skills as a measure

of English mastery. Second, people use their ability to communicate with others. Shumin (2002) Speaking is one of the most important aspects of communication, according to the author. It means that speaking is an important tool for people to communicate with one another.

However, many students have difficulties when they try to master their speaking skills. According to Krebt (2017) stated that speaking skill has some problem such as, students lack of motivation to practice in the class, students are anxious to take part in the conversation, student do not know what to say and students do not like the prescribed text book. Nunan (2003: 48) stated that there are some difficult aspect in learning speaking skills such as pronunciation of words, linguistic problems, the impact of first language, and speaking confidence. Because learning speaking is perceived to be more challenging than learning other skills, teachers need to find effective or interested teaching strategies to help students in learning speaking .

There are some teaching strategies to handle this situation, for example debate, video dubbing, story telling, scaffolding, role play and etc. In this case, the researcher will focused on role play teaching strategies to help student in learning speaking. Role play is one of the teaching techniques that a lot of teacher was used it to teach learning speaking. Role play technique can help student who are having trouble in learning speaking. Harmer (2007) stated that role play can help students learn in the real world by allowing them to practice communicating in a variety of social contexts and roles.

Role play is often used by researchers as a teaching strategies improve students' speaking skills. In this case, the researcher want to find what are the student and teacher perception about the using of role play for student speaking skill. In learnig speaking, role play is very important because it provides student with an opportunity to practice

communicating with other people in different social contexts and in different situations, it also can help student to be more creative and put themselves.

There are some benefit from role play. First, the role-playing technique can serve as a guide or a way for students to practice speaking with others.. Richards (2006) stated that students use role play to create communication, interaction, and meaning negotiation. The dialogue can also provide the student with new words, sentences, and vocabularies as a result of practice through role play. Liu and Ding (2009) stated that students applied vocabulary from new lesson presentations consciously. As a result, role play is an important technique that students must use when learning to speak. Improve students' speaking abilities in particular. As a result, the researcher must investigate students' and teachers' perspectives on using role play to improve students' speaking skills.

Statement of the problem

The first statement that there are a lot of students in the class which have a lot of characteristics. It is mean how that the teacher be able to handle the students that have different characteristics in the class. Because not all of students can accept role play for their speaking learning.

The second statement that not all of teacher using role play in their teaching. Even though, the role play method is important and can give a lot of benefits. It is depend on themself whether they want to use role play or not.

The third statement that, the students know that role play important for their speaking skill because it can make them thinking creativety, create communication, interaction and negotistion. But, in fact sometimes they are not be able to do role play seriously. Because maybe they make a joke with their friends when role play in progress.

Delimitation

The researcher will focus on the benefits of role play for students' speaking skills as perceived by EFL students and teachers in this study and What are the challenges of using role play to improve students' speaking skills, as seen by EFL students and ELED teachers at a private university in Yogyakarta. So the advantages and the challenges of using role play will be researched as perceived by EFL Students and Teachers.

Research question

Based on the above context, this particular study is intended to address the following questions:

1. What are the advantages of using role play for students' speaking skills as perceived by EFL students and teachers?
2. What are the challenges of using role play for students' speaking skills as perceived by EFL Students and teachers?

Objective of the research

This research is intended to know the teacher's and student's perception of using role play to improve student speaking skill in the one of private University at Yogyakarta. These are the objectives of the research:

1. To identify the advantages of using role play for students' speaking skills as perceived by EFL students and teachers.
2. To explore the challenges of using role play for students' speaking skills as perceived by EFL students and teachers.

Significance of the study

The study's findings are expected to benefit educational institutions, students, teachers, researchers, and other researchers.:

For institution of education, this research will benefit the institution in terms of using role play to improve students' speaking skills. This study can also help assess how well the university's role-playing program is being implemented. Institutions are supposed to assist teachers in using role play, such as by holding a teacher workshop on how to use role play in the classroom.

For students, the student will understand the teacher's perspective on role play and how to respond in the best way possible when the teacher uses role play to improve their speaking ability.

For teacher, the teachers are going to learn how students interpret role play. The teachers also get a greater understanding of the feeling of students by using role play. Furthermore, this work can be useful as additional teaching activities for their teaching, especially in the use of role play in classroom activities.

For other researchers, this work would allow other researchers to know the teachers' and students' perception on using role play for students speaking skills in performing this study. Many researchers may use the research findings as a theoretical summary of future studies on the same topic and may become a comparative analysis to them.

Outline

The study's structure will be divided into several chapters. The researcher explains the research's introduction in the first chapter. Background of the study, statement of the

problem, delimitation, research question, research objective, significance of the study, and outline are all included in the introduction.

Then, in the second chapter, the researcher discusses the literature review for the study's topic. Some theories of role play and some theories of teaching speaking are discussed in the literature. This chapter also discusses the benefits and disadvantages of using role play.

The third chapter focuses on the research methodology. There are some aspects which include in this chapter namely, research design, research setting, population and sample, data collection procedure, and data analysis.

Then, the chapter four includes findings and discussion of the study. This chapter discussed about findings of research question. There are the advantages and challenges of using role play for student speaking skill as perceived by EFL students and teachers, their feeling when doing role play, difficulties of role play, and impact of role play on students' speaking skill. The findings was related with theories.

Chapter five is the last chapter. The researcher's conclusion and suggestions are included in this chapter. The conclusion is based on the fourth chapter's findings. After that, the researcher made some recommendations to the institution, the teacher, and other researchers. The suggestion is expected to have a positive impact.