Chapter One

Introduction

The first part discusses the background of the research. In this section, the researcher explains about the background of the researcher choosing this topic. In the next section, the researcher discusses the identification and limitation of the problem. The researcher describes the problem which is the topic in this section. Another section is the purpose of research, and the next part discusses the importance of research. The last part, the researcher discusses about the organization of the chapter.

Background of Research

English as an International language is used as a communication tool. There are four basic skills that must be learned when people want to learn English. The four basic skills are: reading, writing, listening, and speaking. This English skill has different goals to be achieved to be mastered. According to Ahmadi (2017) as a means of efficient communication, one of the most important skills to learn and improve is speaking.

Many students claimed that speaking was difficult to master because of some aspects such as limited vocabulary, less comprehension of grammar, and less practice with pronunciation (Mulia et al., 2020). Therefore, English speaking training in the classroom is very important to do and pay attention to. There are several techniques that are commonly used in learning to speak in the classroom. There are nine classroom speaking activities, according to Harmer (2001), they include discussion, dialogue, oral presentations, role-plays, interviews, questions,

and answers, employing visuals or image stories, giving directions or explanations, and retelling stories in response to auditory or written information.

According to Brown (2003) Role playing is a popular pedagogical activity in communicative language teaching classes. One of the methods to increase speaking ability is the role-playing technique. Students will feel comfortable demonstrating their speaking ability, even if it is not very good, using this strategy. When students use the role play technique, they pretend to be someone else at times. The teacher hopes that because of this, the students will become invested in the character and feel free to express their thoughts. As a result, their ability to communicate will improve.

The teacher's role is important in this situation, the objective is that the teacher can motivate students to improve their English skills, particularly speaking. To attract students' attention and interest, the teacher must be able to select the most appropriate strategy to apply in the process of learning to speak in class. The role play strategy has been shown to be effective in improving students' speaking skills in several earlier research.

The use of role play could have a significant impact on pupils' abilities, particularly in speaking. One way to get information will be through students' perceptions of the case. The researcher expects that through publishing this study, they will be able to gather information about the advantages of role play in English class.

Role play is used in the English subject at one of public senior high schools in Gunungkidul. Role play has been used multiple times at this institution,

particularly in the English classes. A number of groupings of students are formed. After that, they prepare by arranging topics, dialogues, and properties before engaging in role play. Finally, the student roleplay in front of the class, which is seen and noted by the other student.

At this school, roleplay activities are held annually for final exams for grade 12 students, this motivated the researcher to investigate students' perceptions of the advantages of role play in English subject at one of public senior high school in Gunungkidul, Yogyakarta. The researcher is interested in carrying out this study because it is critical to understand what the students' perceptions of the advantages of role in English subject also the problem that they faced.

Some studies have been done by the researcher. For example, research conducted by Nurpadilah (2022). The results of this study indicate that students' perception of role play is to increase students' motivation, roleplay on education has a positive impact but also has a negative impact.

What makes this research different from previous research is that the research that discusses the advantages of using roleplay has been widely discussed by the other researchers, as well as obstacles, even though the discussion of obstacle is not as much as discussing advantages. However, this research conducted in schools that require students to do roleplay as one of the tests and graduation requirements for them. The other reason what makes this study different is because the topic of the roleplay that the students done as an exam is

about social individual and that is a heavy topic for the students. The students are asked to play a role as a governor, principle, teacher etc.

Identification of the Problem

One of the public senior high school in Gunungkidul, uses the role play technique in English class. The purpose of using this technique is to improve the speaking ability of students at public senior high school in Gunungkidul and, roleplay activities in this school are required for 12th graders as a final exam. During the observation, the researcher found that each student has different abilities in speaking English. However, students also have different difficulties in speaking English.

Some students feel embarrassed to speak in English in front of their friends in a formal way. Therefore, the English teacher at one of public senior high school in Gunungkidul, Yogyakarta chose a role-playing technique to improve students' speaking skills. Based on the results of observations and casual interviews with several students, it is known that they have been preparing to play this role for a long time because they feel less confident and less proficient in speaking English. However, some students think that role playing helps improve their speaking skills and they feel that role playing technique is very fun and they feel comfortable using this technique compared to formal speaking.

The researcher decided to conduct further research to determine students' perceptions of the advantages of role play in English subject in grade 12 of one of public senior high school in Gunungkidul. In addition, it is to find out what obstacles that students face when doing role play.

Delimitation of the Research

Based on the previous identification of problem, some delimitations are set up in this study. First, this study focuses only on students' perceptions of the advantages of role play in speaking activity and to find out what obstacles are faced by students of one public senior high school in Gunungkidul, Yogyakarta when doing role play. Second, the research place is also delimited, taking place only at one of public senior high school in Gunungkidul. Third, the participant of this study is six students at Grade 12th. Finally, the research method used in this study was a qualitative approach.

Research Questions

Based on the background stated above, this study is intended to answer the questions as follows:

1. What are the advantages of role play according to the student perception?

2. What are the obstacles faced by student when having roleplay assignment?

Objectives of the Research

By knowing the statements of problem, the purposes of study are:

1. To know the students' perception of the advantages of roleplay

2. To find out the obstacles that faced by students' when having roleplay assignment.

The Significance of the Research

The significance of this research is addressed to teachers, student, and future researcher.

Teacher. This research can help teachers to find out students' perception on the use of roleplay and the problems faced by students when doing roleplay techniques in the classroom. Later, the teacher can make an overview of the activity that using roleplay to make students more interest in learning speaking.

Student. This study also aims to find out what obstacles students face when doing roleplay. For students, this research is useful to help them find out the problems they face when doing role-playing techniques so that they can avoid things that can cause failure when doing role-playing techniques. Also, the student can get information about the advantages of using roleplay so, the students can be more motivated and more excited in using roleplay.

Future Researcher. This research also serves as input for future researcher in relation to research findings. This research can also help future research related to providing literature.

Organization of the Chapter

This research consists of five chapters. The first chapter explains the background of the research, identification of the research, problem boundaries, research questions, research objectives, and research significance. Chapter two is a literature review. It provides the definition of role play, understanding about the advantages of role play in English class. This chapter describes the theory related to the general description of role play in English class. In addition, this chapter

also discusses problems that are usually faced by students or obstacles faced by students when doing roleplay. This chapter also explains the theory of students' speaking ability. Chapter three is methodology. This chapter describes how the research will be conducted by the researcher. This chapter discusses methods, instruments, participants, settings, and data collection techniques. In this chapter, the researcher also explains how to analyze the data. Chapter four contains findings and discussion. This chapter presents the results of data analysis. Chapter five contains conclusions and suggestions. This chapter provides general answers to research questions and recommendations from researcher. Recommendations are given to teachers, students, and another researcher.