Chapter One

Introduction

There are several important points discussed in this chapter. The first is the research background which explains why the researcher is interested in researching this topic. Then there is the identification of the problem that will discuss the problem of this topic. Also, research questions, objective research, the significance of the research, and the organization of the chapter are explained in this chapter.

Research Background

Speaking is one of the most important aspects of language skills to be learned as a form of effective communication. According to Efrizal (2012), speaking skill is more important for people's interaction through which they speak everywhere and every day by English. In the learning process, good communication helps students understand more about the learning process by encouraging them to ask important questions and express doubts. Efficient verbal communication fosters the process of socialization by fostering new connections, which in effect supports the learning process.

To improve students' speaking skills, several techniques can be used. Morozova (2013) mentioned various techniques such as discussion, role play, simulation, brainstorming, storytelling, information gap, interviews, story completion, a playing card, picture narrative, picture describing, and reporting. Through some of the techniques above, students can improve their English-

speaking skills. Students can also choose which techniques they prefer so they can learn to speak English without feeling any burden on themselves.

From some of the techniques mentioned above, role-play can be used to improve speaking skills. Khafidin (2013) found in his research that role play technique can improve students' participation in speaking class. He stated that the mean of the students' speaking ability also increased from one cycle to the following cycle in his classroom action research. Therefore, role-play is one of the most common teaching methods that teachers can use to teach English to students.

Role-play can help students to improve their speaking skills. Dorathy (2011) stated that role-play give students an opportunity to practice and develop their communication skills. The most common thing of role-play is that it can create a rich and communicative environment. It is indeed very useful because it helps students to practice communication in different social contexts and different social roles. According to Jackson and Back (2011), the essential aim of the role-play technique is to establish and maintain a learning environment in which participation is valued, feedback is justified and constructive, the awkwardness of the learning process is normalized, and does not highlight deficiencies or embarrass learners publicly.

Several studies have been conducted on the use of role-play for teaching speaking. This research study presents several conclusions which are the same as each other, for instance in the research of Arham, Yassi, and Arafah, (2016); Krebt (2017); Dwiyana, Rahayu, and Erippudin (2015); Anjaniputra (2013), those

all show that role-play is an effective strategy to develop students' English-speaking performance particularly students in vocational class or students in a specific need of English. The results of the studies generated a positive attitude toward the response that role-play teaching strategies helped them to speak, as well as concerned with the oral production of students whose participation was emphasized. On the other hand, Rojas and Villafuerte (2018); Derakhshan, Khalili, and Beheshti (2016); Galante and Thomson (2016) found that Role-play is a communication technique that improves fluency by enabling students in Ecuador to interact in class and increase their motivation to learn. The results of those studies suggest that the use of role-playing techniques in language classrooms can have a significant impact on L2 oral fluency relative to other communicative learner-centred language practices.

Those previous studies investigated the implementation of role-playing in an EFL context based on students' perception, the effectiveness of role-playing techniques for teaching speaking. Then the research methodology used was quantitative methods. However, this current study is not aimed at knowing the effectiveness of the role-play method for teaching speaking, nor providing a speaking test to the students. Furthermore, this research is also not aimed at students' perception of role-play technique, but the researcher wants to perceive the teachers' perceptions about the implementation of role-playing techniques for teaching speaking.

This study aims to determine how each teacher implements role-play technique in the classroom so that it can provide benefits for teachers who are not

participants in this study. This research also has the aim of identifying the implementation of role-play appropriately because the teacher has a role as a facilitator who guides all the classroom activities. With this research, it is hoped that English teachers at the high school level can get the ideas on how to implement role-play effectively and efficiently. From this study, it is also expected that teachers at high schools with different student backgrounds can anticipate the obstacles that occur when using role-play techniques and know how to solve the problems.

Identification of the Problem

There are several techniques applied at a senior high school level to teach speaking. According to the researcher's experience when the researcher was interning in a senior high school in Bantul, role-play became one of the techniques used to teach students' speaking skills at the high school level. The researcher is interested in investigating this technique because there are some cases that are important to be researched related to the role-playings at senior high school in Bantul, such as the use of role-play techniques that require a considerable amount of time to teach in class, the problems faced by students in using role-play techniques to learn to speak, the problems faced by teachers in using role-play techniques to teach speaking, the impact of the role-play method to improve the speaking skills of the students, the level of interest of the students in the teaching role-play method, the weaknesses and strengths of role- playing, and the strategies used in implementing role-play techniques.

Delimitation of the Problem

The researcher wants to perceive teachers' perceptions on how the teachers implement role- playing techniques, and the researcher wants to recognize the things perceived as obstacles by the teachers in implementing role-playing techniques in speaking classes at the high school level. The participants will be English teachers at the senior high school level in Bantul.

Research Question

1. How do English teachers in senior high schools implement role-playing technique in teaching speaking?
2. What things are perceived as obstacles by the teachers at the senior high schools in implementing the role-playing technique in teaching speaking?

Research Objective

This research is conducted to determine how the teachers at senior high school level in Bantul implement the role-playing technique in teaching speaking. Also, this research is conducted to identify the things perceived as obstacles in implementing the role-play in teaching speaking.

Significance of the Research

This research brings some advantages to some people such as teachers and other researchers.

The teachers

This study provides information about the implementation and the obstacles of applying role-play in teaching speaking. Furthermore, after knowing the implementation and the obstacles of using role-play in teaching speaking, teachers can solve problems regarding the obstacles of using role-play in teaching speaking so that the use of role-playing can be even more effective. Then, the teachers must be more creative when implementing or using role- play in teaching speaking.

The students

The results of this research can be used as a source of information related to role-playing techniques. This research can also increase students' knowledge and provide an understanding that role-playing can be used to improve their speaking skills. Therefore, when the teachers implement the role-play technique in the classroom, the students can perform their roles seriously.

The other researchers

The results of this research can be used by other researchers as a reference for the implementation and the obstacles experienced by teachers in using role-play techniques. Also, this research can be used for the other researchers who

want to conduct a further study related to the implementation of the role-play for

English teaching purposes.