Chapter One

Introduction

This chapter discusses several parts. The first part discusses the background of the research. Then, it is followed by statement of the problem, the research question, and purpose of the research. The part of this is about the significance of the research. Also, the outline of the research is presented.

Background of the research

Teaching speaking has focused on developing students' ability in oral skill because it is a critical component to be mastered by language learners. The ability to communicate in English is a precious value. Ur (1995) said that "speaking seems to be the most important skills of four skills (listening, speaking, reading and writing) because people who know a language are usually referred as speakers of that language" (p. 120). The ability to communicate in English makes the mind setting of people become wider. How urgent the need to be able to communicate in English is unfortunately not equal with the quality of English teaching at schools in Indonesia.

Speaking is one important skill that should be mastered by students to communicate in English fluently and clearly. Speaking skill was an important thing in learning English because if someone has a good speaking, they are considered as successful in learning English. According to Richard (2008) " learners often evaluate their success in language learning as well as the effectiveness on the basis of how much they feel they have improved in their spoken language proficiency" (p.19).

Nunan (1993) stated that there are two challenges in teaching speaking, such as students' lack of motivation and tendency to use their first language. Students' behavior in using their first language in classroom is like their preference in using their first language than English language because they did not have confidence and they are worried to be wrong when speaking used English. Therefore, the teacher should design speaking class to be more creatively and more interest to make sthe student increase their speaking.

To overcome students' problem, some lecturers have implemented an interesting technique in teaching speaking, and one of them is role-play. Role play is one of the activities to promote speaking. Role play can make students more creative because they will try to learn to get some experience in handling difficult situation. Role play is types of drama activities that the students can play dramatization of real life situation and when the students use role play they learn to be more active to communicate with each other and it can build students' self-confidence. It is supported by Oradee (2012) who mentioned that there are some techniques which can be applied in teaching speaking such as Role-Play, Discussion, and Problem-Solving.

Based on the researcher's experience when studying in the second and third year, role play was frequently used in English department at one of the private universities in Yogyakarta, and mostly conducted in Listening and Speaking courses. The researchers was find out most of the students were not actively involved in the learning process of speaking class and they had low self-confidence in producing their sentences besides role play is one of method to enhance students speaking skill.

Courses in one of private university in Yogyakarta such as Based on that experience mentioned above, the researcher is interested in investigating the teachers' challenges on the implementation of role play in teaching speaking in English Department in one of private universities in Yogyakarta.

Statement of the Problem

To develop students' speaking skill, there are several techniques that are frequently used by lecturers in teaching speaking. Kayi (2006) mentioned some various techniques such as discussion, role play, simulation, brainstorming, storytelling, information gap, interviews, story completion, and playing card, and picture narrative, picture describing, and reporting. That various technique is equal with the researcher's observation when studying English in classroom. One of techniques applied by lecturers' in English Department is role play. According to the researcher's experience, role play has been applied in English Department but some students still have a problem in learning speaking. The researchers interested to investigate the challenges of implementation of role play because role play is one of technique to improving speaking but there are some students have difficulties to speak. Such situations are increasing the curiosity of the researcher to reveal the teachers' challenges on the implementation of role play in teaching speaking at English Department at one of private universities in Yogyakarta.

Delimitation of the problem

In doing this research, the researcher discusses what are the challenges in the implementation of role play in teaching speaking faced by lecturers'. The researcher only investigates based on the lecturers' challenges. This research used qualitative descriptive as a method and used interview as an instrument.

Research Question

Based on the background of the research, the researcher proposed one research question, what are the challenges in the implementation of role play in teaching speaking faced by lecturers of the English Department at one of private universities Yogyakarta?

Purpose of the research

Based on the research question, this research aimed at finding out the lecturers' challenges of the implementation of Role play in teaching speaking at English Language Education Department in one university in Yogyakarta.

Significance of the research

The findings of the study are expected to be used theoretically and practically:

For the researcher. For the researcher, this research will be useful for the researcher because the researcher can expects this research to help the researcher in learning English especially in learning speaking from this research because this research explore about the challenges in teaching speaking so it can be useful as a future teacher to learn from their challenges and can solve it.

For lecturers. This research provides information about the challenges in implementation of role play in teaching speaking. Furthermore, after know the challenges of use role play in teaching speaking, the lecturers' can solve the problem regarding to the challenges of use role play in teaching speaking. Then, the lecturers' should be more creative when implement or use role play in teaching speaking.

For other researchers. This research is expected to be beneficial for other researchers. This study can be references for the next related research on teaching speaking especially role play. Other researchers may also use the research as the guidance of similar studies.

Outline of the Research

The structure of the study is organized as follows. Chapter one consist of background of the study that contains the challenges in teaching speaking and role play implemented. Statement of problem explains that the lecturers implemented role play in teaching class but the students still have speaking problem, whereas role play one of the method to encouraged student speaking. Furthermore, research question of this stud is "what are the challenges in the implementation of role play in teaching speaking faced by lecturers of the English Department at one of private universities Yogyakarta?" The purpose of this study is to finding out the lecturers' challenges when implementation role play in speaking class. Significance of the study will mention some parties that are hopefully can receive benefits from the study conducted. Then, this study is ended by outline of the study.

Chapter two reviews the academic literature that related to this study. This chapter elaborates more about the theories which are related to study, there are subtopics to be reviewed, such as teaching speaking, and role play. Subchapter that discuss about role play, stage role play in teaching speaking, the significance of role play in teaching speaking and the challenges using role play in teaching speaking.

Chapter three highlist the methodologies that will be used in the research method and research design of this study. This study present qualitative metod as a methodology and uses descriptive qualitative as design.the information about the setting of the research such as place, and time of conducting the researches are provided in this chapter. The lecturers of ELED of UMY will be selected as

participants of this study. The explanations about the instrument are presented. Moreover, the information on how the researcher collects the data and how the data will be analyzed are clearly explained here.

Chapter four of this study present the finding and the discussion based on the gathered from conducting interview. This chapter provided all findings found and added the discussion of every finding and relate to the theories that have a same idea. Moreover, in this chapter will explain about all of the finding about lecturers' challenges in implemented role play.

Chapter five of this study provides conclusion and recommendation. All summaries of every finding will be presented in conclusion. The conclusion covers the summaries of the study. It covers the teachers' challenges on the implementation of role play in teaching speaking. Recommendation for several parties will be presented the last part.