Chapter One

Introduction

This study is conducted to investigate how role play is implemented in communicative language teaching classroom as well as what students' responses on it. This chapter explains several points, namely the background of the study, identification of the problems, delimitation of the problems, the purposes of the study, and the significances of the study. In the last part of this chapter, the outline of this research is explained.

Background of the Study

Teachers of English in Indonesia have been implementing various teaching methodologies in order to make their students learn English well, especially speaking skills. For many decades, English has been taught using traditional methods such as the grammar-translation method, drilling method, audiolingual method, teacher-centered, and student-centered. In the last 1970s, some experts found a methodology that is suitable in teaching English speaking skills, namely communicative language teaching (CLT) (Larsen-Freeman, 2000).

One of the teaching methodologies that has been applied in English as a Foreign Language (EFL) speaking class to obtain communicative competence is Communicative Language Teaching (CLT). This is in line with Desai (2015), who mentions that CLT is an approach used in teaching the foreign or second language that aims at learners' communicative competence. Richard and Rodgers (2001) also affirm that the goal of CLT is to develop learners' communicative competence. Accordingly, one of CLT techniques that involves and encourages the learners to use the target language is role play.

Roleplay is one of the activities in CLT that has given some benefits to students in speaking class. Roleplay is beneficial for students because it can boost their communication skills, speaking skills, and interests in learning. Rojas (2018) mentions that role play contributes to students' speaking skills development such as students' communication skill development, learning environments improvement, and improving learners' speaking proficiency itself. According to Zhang (2010), the role play also allows students to improve their communication skills such as expressing arguments, organizing ideas, understanding groups, interpreting, and concluding. According to Harmer (2007), role play technique allows the students to involve in language learning.

English Language Education Department (ELED) at one private Islamic university in Yogyakarta is one of the universities that applies CLT in the language teaching process. According to Azswarini (2017), there are lecturers of speaking and listening courses who have used several activities of CLT, namely group discussions, role-play, presentation, and jigsaw. Moreover, Farida (2018) also found that some lecturers have implemented role play as one of the activities in speaking class in ELED of a private university. According to the researcher's experience, an ELED in the university in Literary Appreciation course, role-play has been implemented. In spite of role play has been interesting and exiting for some students in the classroom. However, the researcher felt nervous and threatened since about to face the audiences as well as the upcoming performance of role-play in front of the classroom. Therefore, the researcher is curious about some other students' responses on role-play activity since the role-play has some benefits toward students themselves.

Moreover, the researcher found that the implementation of role-play was not always done as what is mentioned in the procedure. According to the researcher's experience, ideally, in the last step of role play, some feedbacks about students language used and performance must be given. According to Huang (2008), the teacher should evaluate the implementation of role play and make sure that students have understood the language used in the role play. However, there was less feedback given about the students' performance so that the students still did not know about the correct language functions used in their English speaking. The implication if role-play is not implemented ideally is that some advantages of role-play could not be optimally perceived by the students. In short, it can be said that the phenomenon of role play implementation in CLT in the department occurred.

Accordingly, some studies were exploring some challenges in CLT, some advantages of role-play, the teachers' challenges in role play. However, there are only limited studies found that discuss the procedure of role-play according to students' point of view as well as students' responses on role play implementation, Therefore, there is a need to conduct the study in revealing on how the implementation of role play as a CLT method as well as revealing the students' responses about the implementation of role-play in teaching speaking at the English Language Education Department of one private Islamic university in Yogyakarta.

Statement of the Problems

Roleplay is used in the classroom to enhance students' English speaking skills; however, there must be some problems in the implementation of role play

itself. The researcher found some problems in role play activity such as less time of practicing the role-play, fewer feedbacks of language used given by the lecturer, steps of role-play were not implemented as mention in the procedures, and some students are showing various responses on the implementation of role play since the lecturer announces the students to conduct the role play.

The researcher found that the implementation of role play in ELED did not run well since he experienced procedures of role play. There were some explanations given to the students about the language used in the role play. However, the materials given were not comprehensive enough for the students. It is proven by the other students still questioning the language used of their role play by the end of class. Moreover, there were no evaluations given after the students' perform the role play. As mentioned in the procedures, at the end of role-play, the lecturer must give some feedbacks on students language used. The last, there were some students who were showing good responses since the lecturer announces to conduct role play, meanwhile there were also some students showing bad responses on it.

Delimitation of Study

Based on the problems mentioned, however, the researcher wants to limit the investigation by only focusing on the implementation of role play in CLT classroom at ELED according to students' perspective as well as students' responses on role play implementation. The subjects of this study will be the students of ELED, since they are involved in the role play activity. The researcher uses qualitative descriptive as research design to get natural data of the happening phenomenon.

Research Questions

This research aims to answer the following questions, namely:

1. How is the implementation of the role play as a CLT activity in speaking courses from the students' point of view?

2. What are the students' response on the implementation of role play in the classroom?

Research Objectives

Based on the research questions above, the objectives of the research are:

1. To find out how the role play as CLT activity is implemented in speaking courses according to the students' point of view.

2. To reveal the students' responses on the implementation of role play.

Significances of the Research

This study provides some benefits to the improvement of the education system in terms of English teaching and learning process. Therefore, the research is expected to give positive contributions to several education practitioners. In this part, the benefits will be addressed to the teachers, the pre-service teacher, the institution, and the other researcher.

For the teacher. After reading this study, teachers would understand what procedures are implemented to conduct role play. The teacher will also know the students' responses on the implementation of role play itself. Thus, this study could be a consideration for the teacher to apply role play technique and some principles of CLT method in the classroom.

For pre-service teachers. Regarding students' responses about role play, the pre-service teachers will know procedures implemented by the teacher to apply role play. The pre-service teacher can also know students' responses on the role play. Therefore, they can use this study as a consideration whether they will implement role play or not.

For the institution. This study can present the institution what procedures are implemented in conducting role play in the classroom. Some students responses also provided in this study. Moreover, after knowing students' responses on role play, the institution can reconsider the implementation of role-play in the teaching-learning process.

For other researchers. This study provides more insights concerning the implementation of role play. Moreover, it shares how students' responses to the implementation of role-play in CLT. Therefore, this study can be a reference for the next researcher who is interested in investigating a study on the same topic.

Organization of the Research

This study is written into five chapters namely, introduction, literature review, methodology, findings and discussions, and conclusion and recommendation. The first is the introduction that talks above the background of the study, identification of problems, the delimitation of the study, research questions, objectives of study, significant of the study, and the structure of the study itself. The second is the literature review that talks about some experts theories that related to the implementation of role play in CLT classroom. There are several points that are discussed in chapter two, such as CLT, the definition of

role play, types of role play, and procedures of role play. In this chapter, a conceptual framework is also provided. The third is the methodology which discusses the methodology that is used to conduct the study. The forth is the finding and discussion. This chapter presents the findings and the discussions of the study. The fifth is the conclusion and recommendation that talks about what becomes the conclusion, to sum up, the study taken from the previous chapter and provides several suggestions for some practitioners in the future.