

CHAPTER 1

INTRODUCTION

This chapter presents a wide-ranging description of the study. It consists of the background, formulation of the problem, operational definitions, aim of the study, and significance of the study.

1.1 Background of the Study

Speaking skill becomes very crucial, since it is the main bridge to successful communication in dealing with the international language. Claimed by Crisianita & Mandasari (2022) that one of the most crucial communication skills in the world is speaking. Speaking is very needed for all the learners to persist in it. As per the curriculum 2013 in Indonesia at Senior High School grade XI, one of the speaking class goals is that students can inform or produce the voice, opinions, ideas, comments, and suggestions in the class. The teaching and learning in EFL speaking classrooms should be effective regarding the use of methods. It should be considered related to the aims of learning speaking for EFL students. In detail, providing the appropriate method in the speaking EFL classroom is needed to maximize the exposure of the target language, reminding that students can get the extra opportunity to speak in the EFL classroom. Beside the teaching method, there is also the perception. Perception shows a detailed part in the learning process since it affects the student's behavior or attitudes and motivation to learn (Nunan, 2020). Perception will show the differences in a student's behavior, more positive perception in the learning activities, and a more effective teaching method. One of the methods that teachers can utilize is role play.

Role play is a method in teaching that can facilitate learning to speak (Yahrif, 2019). Role play can develop the students' fluency and vocabulary mastery in speaking skill through the interaction in the classroom. Role-play activity is an effective strategy to get the students to speak confidently and

fluently by providing a mask for students to speak in real-world circumstances (Khikmatova & Sattorova, 2022). Moreover, role play is a strategy that can give the students practice, to communicate a different social context and social roles (Tompunu & Arid, 2021). In other words, role play also provides the students' comprehension by knowing what they will act in that situation.

In addition to increasing engagement and aiding with vocabulary, structure, and grammatical retention, role-play offers physical and visual reinforcement (Khikmatova & Sattorova, 2022). The role play method can fulfill the learners' need in the EFL classroom. Role play helps the students to acquire maximum communication (Ridayanti et al., 2021). Role play also provides a lot of time for students to practice. In the process of preparation, students may discuss and make notes in their dialogue before they perform (Krisdiana et al., 2018). Role play gives a big space for students to act because role play is a student centered teaching method and it invites the students more interested in learning. The role play method has many advantages, it emphasizes students centered and increases students' interest in learning. (Osuafor, 2017, as cited in Pinatih, 2021).

The phenomena of the implementation of the role play method was found by the researcher in the English class at the eleventh grade at one of the Senior High Schools in Tasikmalaya, West Java, Indonesia. There was a different level of speaking skills among students in eleventh grade and it was supported by the English teacher who implemented the role play in teaching speaking. In this case, there was a class where the majority of the students showed a high speaking ability. During the teaching and learning process, the students did several roles in accordance with learning material. Teacher divided the students' roles based on the given topics. Students performed the dialogue in the restaurant, one of them became customers, and the others became cashiers and waiters. The dialogue to be performed by the students had been provided by the textbook. However, sometimes the

teacher also asked the students to make the dialogue by themselves with different themes.

There are several studies investigating the implementation of role play. Study conducted by Arifin (2021) aims to investigate the role play technique in improving the speaking ability of students. The result showed that role play technique is able to improve speaking skill on narrative text. Tompunu & Arid (2021) also investigated the implementation of role play teaching to develop the students' speaking skill. The result indicated that the implementation of role play can develop speaking skills of the grade eleven. Kaban et al., (2022) also identified a descriptive qualitative that aims to identify the perceptions of nursing students of STIKes Flora on the use of the role play method in developing communication skills. The result shows that there are four benefits that can be obtained from the application of the role play method in improving speaking skills: the role play method makes students understand the lecture material more easily, helps students to be more confident in speaking in English, provides a lot of experience that can be applied in reality as a nurse who works in the hospital and encourage fun atmosphere in learning process. Krebt (2017) on his experimental research identified the effectiveness of role play techniques in teaching speaking for EFL college students. The result showed that role play technique generated an attractive situation which inviting students to participate actively, speak bravely use English and enhance effectively the students' vocabulary mastery. Moreover, Puspitorini (2018) investigated the influence of using role play as teaching technique for learning speaking. The result pointed that role play teaching technique influenced student's English speaking skill.

However, limited research focus on students' perceptions on role play in Senior High Schools level. In addition, most of the researchers above used a quantitative method as their tools for investigating the issues of role play. Meanwhile, this research explained more about the students' perceptions at one of the senior high schools in Tasikmalaya using a

qualitative method. Therefore, this study aims to describe students' perceptions towards the use of role play in the EFL speaking classroom.

1.2 Formulation of the Problem

Based on the background of the research, the problem of this research is formulated as "What are the students' perceptions of the use of role play in EFL speaking classroom?".

1.3 Operational Definitions

The researcher provides three definitions related to this study to avoid misunderstanding about the term in this study;

1.3.1 EFL Speaking Classroom : English foreign language (EFL) classroom is an English class at the eleventh grade of one of the senior high schools in Tasikmalaya which implements role play as a method for teaching speaking.

1.3.2 Role Play : It is a teaching method that used in the EFL speaking classroom at eleventh grade of senior high school in Tasikmalaya by which students perform the different roles of the given themes.

1.3.3 EFL Students' Perceptions : Students' perception refers to students' beliefs, opinions or assumptions about the implementation of role play in the eleventh grade at one of the senior high school in Tasikmalaya.

1.4 Aim of the Research

According to the research question, this research aims to describe the students' perceptions of the use of role play in EFL classrooms.

1.5 Significances of the Study

1.5.1 Theoretical Uses

This research will expand the students' perceptions of role play as a teaching method in helping teachers to improve the participation of the students in the EFL classroom.

1.5.2 Practical Uses

Practically, this study can be used as a reference and consideration for teachers to implement the role play as a teaching method that can invite the participation of the student in raising the goals of learning in the EFL classroom.

1.5.3 Empirical Uses

This study gave insight to the researcher while doing the research about how role play helps the teacher in inviting a communicative classroom and how social interaction and motivation of the students are invited.