

Chapter One

Introduction

There are some important points presented in this chapter. The background of the study includes the reasons why the researcher was interested in researching the topic. Also, in this chapter, it presents statement of the problem and delimitation of the research. In addition, research question, purpose of the study, significances of the study, and outline of the study are explained in this chapter.

Background of the Study

Speaking is one of important skills to learn. Nunan (1999) argued that “to most people, mastering the art of speaking is the single most important aspect of learning a second or foreign language, and the success is measured in terms of the ability to carry out a conversation in the language” (p.39). There are two reasons why speaking skill is important. Firstly, speaking is to measure the success of learning English. Richards and Renandya (2002) said that “A large percentage of the world's language learners study English is to develop speaking proficiency” (p. 201). Similarly, Nazara (2011) argued that the tendency to prioritize the mastery of speaking is also reflected in the tendency of society to make speaking skills as a measurement in English mastery. Secondly, people use speaking skill to communicate with other people. Shumin (2002) stated that speaking is one of central element of communication. It means that speaking is important instrument that is used by people to communicate with others.

There are several problems when learning speaking skills. The problems include in pronunciation, linguistic difficulties, the influence of first language, confidence, and others. One of problems in speaking skill is confidence, and

confidence influences students to speak out (Morley as cited in Varasarin, 2007). Lack of confidence is usually found in English as Foreign Language (EFL) country. Doyon (2000) argued that in foreign and second language learning and teaching, shyness does pose problems for both teachers and students. Nazara (2011) did research about students' perception on EFL Speaking Skill Development that has 40 respondents. The respondents were 40 students randomly selected from the fifth and the seventh semester students of the English Teaching Study Program of FKIP-UKI. Nazara asserted that more than a half of the respondents felt shy to speak in English because of fearing of their class fellows laughing.

There are some activities which can be used by teachers to improve students' confidence in learning speaking skill. Oradee (2012) stated that speaking skill could be developed through communicative activities which include an information gap, a jigsaw puzzle, games, problem-solving, and role-playing. Kodotchigova (2002) stated that role play is one of activities that students play a part they do not play in real life. Students play roles and improvise a scene or exchange based on given information or clues (Richards,2006).

One of activities that can be used by teacher to improve students' speaking confidence is role play. According to Dougill and Taylor as cited in Janudom and Wasanasomsithi (2008), role play can satisfy primary needs of language learning which students can create motivation, enhance confidence, and provide context in learning language. It means that role play was used as an activity to fulfill english learning needed for students, like students' motivation and confidence. The other function of role play is aimed to encourage students' thinking and creativity to let

students develop and practice new language and behavioral skills in a relative non-threatening setting and to create the motivation and involvement necessary for learning occurrence (Susanti, 2007).

In ELED of a private university in Yogyakarta, some lecturers have ever used role play as one of activities in speaking class. The implementation of role play in this department is held for several times, especially in Listening and Speaking for daily conversation subject. Students are divided into some groups. Then, they prepare before doing role play such as arranging theme, dialogue, and property. Lastly, the students do role play in front of class watched and noticed by other students as audiences.

The implementation of role play might have significance for students' skill especially in speaking. Therefore, in this research, the researcher investigated what is the perception of students about the influence of role play used by lecturers on student's speaking confidence. The perception of students about the case will be one of ways to collect the information. The researcher hopes that by writing this research, the information about the influence of Role Play on students' speaking confidence can be collected.

Statement of the Problem

Role play is one of strategies or activities that was used by teacher in learning speaking. It helps the students to improve their speaking skill and solve their difficulties in speaking. There are many difficulties in learning speaking, such as pronunciation, linguistic difficulties, the influence of first language, and also speaking confidence. One of difficulties in learning speaking is lack of

confidence. Nazara (2011) found that more than a half of the participants felt shy to speak English based on her research.

Role play has some benefits. First, role play can be a way for students to practice their communication in English with other people. Richards (2006) stated that students create communication, interaction, and negotiation of meaning through the use of role play. Then, from role play, students can obtain new words or new vocabularies from the dialogue. Liu and Ding (2009) stated that students consciously applied the vocabulary from the presentation of new lessons. Therefore, role play is important to do in learning speaking, especially increase students' speaking confidence. Therefore, the researcher need to explore the students' perception on the influence of role play on their speaking confidence.

Delimitation

In this research, the researcher focuses on the influence of role play in students' speaking confidence at ELED of a private university in Yogyakarta batch 2017. The researcher would like to know what students' perception of their speaking confidence after doing role play is. Before it, the researcher would like to show the activities of role play based on participants' doing. Activities of role play are important things to do before perform role play. Then, the participants of this research are students of ELED of a private university in Yogyakarta batch 2017. It is expected that the interview will give deep information because the researcher has learned same thing about implementation of role play at this university before. Therefore, in this research, it is expected that there are no other perceptions about role play coming up from other university since it is only applied at this university.

Research Question

The problem of this study is formulated into “what are students’ perceptions of the influence of role play on students’ speaking confidence?”

Purpose of the Study

This research aims to find out the perception of students on the influence of role play on students’ speaking confidence. Then, there are four points which are explored in this research. Those are students’ perception of the activities of role play, their feeling when doing role play, the difficulties faced by students when doing role play, and the influence of role play on the students’ speaking confidence.

Significances of the Study

The results of the study are expected to give benefits for institution of education, teachers, researcher, and other researchers:

For institution of education. From this research, the institution will know the influence of role play on students’ speaking confidence. This research also can be additional information to evaluate the implementation of role play in the university. It is expected that the institution will support the teacher in implementation of role play, such as doing workshop for teacher about teaching role play.

For teachers. The teachers will know how the students perceive about role play. Also, the teachers understand students’ feeling in a better way when using role play. Moreover, this research can be useful as additional teaching activities to their teaching especially in using role play in classroom activity.

For the researcher. From this research, the researcher can give suggestion to other researchers whether role play is appropriate method or not used in teaching speaking. Then, because the researcher would like to be a teacher, the researcher also can apply the method later.

For other researchers. Conducting this research, this research will help other researcher to know the influence of role play on students' speaking confidence. Other researchers can use the findings of the research as a theoretical overview of further research on the same topic and might become a comparative study for them.

Organization of the Presentation

The structure of the research will be organized into some chapters. In the first chapter, the researcher explains about the introduction of the research. The introduction is divided into some points such as background of the study, statement of the problem, delimitation, research question, purpose of the study, significance, and organization of the study.

Then, in the second chapter, the researcher explains about the literature review of the subject of the study. The literature explains about some theories of role play and some theories of students' confidence. The theories of learning speaking English are also included in this chapter.

The third chapter focuses on the research methodology. There are some aspects which include in this chapter namely, research design, research setting, population and sample, data collection instrument, data collection procedure, and data analysis.

Then, the chapter four includes findings and discussion of the study. This chapter discussed about findings of research question. There are students' perception of role play activities, their feeling when doing role play, difficulties of role play, and impact of role play on students' speaking confidence. The findings was related with theories.

Chapter five is the last chapter. This chapter includes conclusion and suggestion of the researcher. The conclusion is based on findings of chapter four. Then, researcher gave some suggestions to institution, teacher, reasearcher, and other researcher. It is expected that the suggestion give positive influence.