

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background**

Teaching English speaking to senior high school students is a challenge for teachers. In order to make teach them optimally, they require a certain teaching method to support them in the process of teaching and learning. Implementing role play becomes an answer for the challenge since it is considered as a means to attract students' interest and activeness. In addition, "the method seems to be an ideal activity in which students could use their English creatively and stimulates a conversation situation in which students might find themselves and gives them an opportunity to practice and develop their communication skill" (Hattings, S. D, n. d., as cited in Dorathy. A. A., & Mahalakshmi. S. N., 2011, p. 1). Therefore, the role play implementation in the classroom needs to study further in order to discover how well a teacher implements the method in teaching.

In senior high schools, role play method is commonly used in English language teaching since by using the method, "students are required to act specific roles through saying, doing and sharing" (Altun, 2015, as cited in Alabsi, T. A., 2016, p. 229). In addition, the method helps the teachers stimulate their students' creativeness and participation in the learning. As a consequence, the students can participate in it as it gives the opportunity to practice learning material they learned.

The previous research conducted by Susanti (2007) focuses on investigating problems of role play method implementation in teaching speaking. The research findings show that problems faced by students mostly in role play are lack of confidence and lack of vocabulary. It is not clear how the teacher implemented the role play during the research. Hence, based on the explanations, this present research attempts to investigate how an English teacher implements the role play method in teaching English speaking in one of senior high schools located in Tasikmalaya.

## **B. Formulation of the Problem**

Arising from the introduction above, the researcher formulates a research question as follows, “how does an English teacher implement role play method in teaching English speaking to a class of grade 10 in one of senior high schools in Tasikmalaya?”

## **C. Operational Definitions**

The researcher provides operational definitions or keys terms of this research as follows:

1. Role Play : It is a learning method involving students' actions performing characters and behaviors of someone else depending on a given situation when learning English in a classroom.
2. English Speaking Classroom : It is a classroom in one of senior high schools in Tasikmalaya where English

speaking is taught and learned.

#### **D. Aim of the Research**

Based on the formulation of the problems above, the aim of the research is to investigate the implementation of role play method in teaching English speaking to students of a class of grade 10 in one of senior high schools in Tasikmalaya.

#### **E. Uses of the Research**

##### **1. Theoretically**

This research will enrich existing theories related to the role play method and its' implementation in teaching English speaking.

##### **2. Empirically**

This research will hopefully add other researchers knowledge about the implementation of role play method in teaching English speaking.

##### **3. Practically**

###### **a) For students**

This research hopefully will encourage students to learn English using role play method in order to improve their understanding about English speaking.

###### **b) For teachers**

This research will be one of references for English teachers about the implementation of role play method in teaching English speaking to students, so that the teachers can develop their students' speaking skill.