CHAPTER ONE

INTRODUCTION

This chapter provides an overview description of the research. It contains Background of the Study, Statement of the Problem, Purpose of the Study, Significance of the Problem, Limitation of the Study and Organization of the Study. They will be explained respectively.

1.1. Background of the Study

It cannot be denied that English is spoken almost all over the world, therefore, this language is considered to be one of the most important languages to master. Even the young generation of Indonesia have started to learn English in their early education.

The English subject covers four major English skills, namely, listening, speaking, reading, and writing. Students are expected to be able to use these four skills since they are at a very young age. However, one of the most difficult language skills for Indonesian students is speaking (as cited in Febriyanti, n. d, p.

1). This could be caused by several factors: Rabab'ah (2005, p. 15) mentions that the difficulties are related to the environment, curriculum, teaching strategies, and students in particular. Students find speaking difficult because they lack vocabulary, have difficulties in pronouncing certain words, and feel confused to arrange words using correct grammar Rabab'ah (2005, p. 15). In addition, students are often afraid to speak English because they are afraid of making mistakes (Afisa, 2015, p. 5).

Concerning the barriers of speaking English mentioned above, lecturers need to be as creative as possible in teaching conversation. One of the interesting techniques in teaching conversation is role-play. "Role-play activities are those where the students are asked to imagine that they are in different situations and act accordingly" (Harmer, 2001, p. 92). Role-play can be helpful because this technique helps the students to practise a conversation that they might find in real life situations, provides a shy student with a mask, and also promotes the classroom interactions (Ladousse, 1987, p. 6f). Role-play has been commonly used to teach speaking in most schools in Indonesia (Hadi, 2015, p. 33). In line with Hadi, Nur Purnawan (n.d.) also states that the use of role-play technique is successful in improving the students' speaking ability (p. 1).

Regarding the fact that English is still considered as a foreign language in Indonesia, there might be some barriers in applying role-play technique. Ladousse adds there are three general problems in applying role-play, namely the students' anxiety, chaos in the classroom, and lack of vocabulary (1987, p. 7).There have been some studies conducted regarding barriers in teaching speaking using role-play technique and teaching speaking strategies. They refer to the advantages of

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role-play (Liu & Ding, 2009); developing oral English language skills through role-play (Walesko, 2000); role-play in teaching speaking (Arham, Yassi & Arafah, 2016). Yet, the researcher finds out that none of them specifically studied both the barriers in applying role-play technique in teaching speaking and how to handle this issue by using suitable strategies. Therefore, the researcher proposes to discuss the use of role-play technique in English conversation class to know the common barriers in using role-play technique and how the lecturer can choose the best teaching strategies to handle the students' barriers.

1.2. Statement of the Problem

Based on the topic of this study, the research questions are formulated as follows:

1. What are the students' barriers of using role-play technique in an English conversation class at X Program in Y Faculty of a University in Bandung?

2. How does the teacher handle speaking barriers in using role-playing for teaching conversation class?

1.3. Purpose of the Study

The purpose of the study is to answer the following:

1. To find out the students' barriers of using role-play technique in an English conversation class at X Program in Y Faculty of a University in Bandung.

2. To discover how the teacher handles speaking barriers in using role-playing for teaching conversation class.

1.4. Significance of the Study

The researcher hopes that this study will contribute theoretical and practical aspects of significance to lecturers of English conversation concerning the barriers in teaching English conversation by role-play technique and the strategies to handle the barriers using suitable teaching strategies. Theoretically, this study aims to enrich the theory of employing role-play in teaching English conversation to university students. Practically, this research offers information and suggestions on how to overcome the barriers that may be encountered in teaching English speaking using role-play techniques and the teacher's strategies to handle those problems that are faced by university students.

1.5. Limitations of the Study

This study is only limited to the research of the barriers in employing role-play techniques in teaching English conversation at one class of third semester university students of X Program Y Faculty Bandung in the 2017/2018 academic year starting from November to December 2017. In addition, this study is limited only for one lecturer of that class.

1.6. Organization of the Study

This thesis is divided into five chapters. Chapter One is Introduction, which consists of six parts, namely Background of the Study, Statement of the Problem,

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Purpose of the Study, Significance of the Study, Limitations of the Study, and Organization of the Study. Chapter Two is Theoretical Foundation, which presents some theories from educational experts to support the researcher's analysis. Chapter Three deals with the Research Methodology, which is a set of procedures needed to conduct this kind of research. Chapter Four is the findings and discussion of the study. Chapter five is the conclusion of the study and suggestion for further study. In addition to these chapters, there is Bibliography, a list of the references that the researcher refers to writing this thesis. Appendices, which consist of information sheet and consent form, interview questions for teacher, sample of class observation form, transcription of the interview with the teacher, and observation forms, end this thesis.