

CHAPTER I

INTRODUCTION

1.1 Background of the Study

One of the goals of teaching English is to teach communicative skills. However, currently, there are still a few students who are able to use English communicatively in the real life situations. The factor might be the teaching method that is conducted by the teacher in the classroom. Kayi (2006), in her journal, affirms that when teaching speaking, the teachers keep drilling the students to do some repetitions and do not provide the context. As the results, the students might have numerous vocabularies and good pronunciations but few of them are able to use it in appropriate situations.

Speaking skill is important to convey information and share feeling. Thornbury (2009) states that practicing is an important factor for the success of interactive speaking. Hence, the students will be better in speaking if the learning activities that boost overall language proficiency and ability to comprehend spoken English, so that the students can use spoken language in the real life situations for their future work field. This is in line with Nunan (2001) who argues that carrying out a conversation in English is one of the measurements of successful speaking ability. Hence, increasing the students' speaking ability in the context should be the main objective to teach speaking.

In Tour and Travel Business Study Program, where English is taught for specific purposes, the students are also required to master the communicative speaking skills to help them interact with foreigners in their future occupation. (Simion, 2012) adds that nowadays, the development of the globalization in tourism increases and demands high proficiency of English from every person

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who works in tourism field. English communicative skill is also “an essential tool in any field of their future activity: management, tourist information, promotion of tourist destinations, intermediary companies, hospitality and transportation” (Simion, 2012; p. 2).

To bring English into the real-life situation and to develop the communicative competence, there are some techniques used in the communicative language teaching such as jigsaws, information gap, pair work, survey, games, role-play, and interview. According to Hattings (1993), role-play seems to be an ideal activity in which students are able to use their English creatively. Its aim is to stimulate a conversation situation and give the students opportunity to practice and develop their communication skill.

In the field of tourism and hospitality, many students derive great benefit from role-play and simulation (Harmer, 2001). The students are stimulated in a real-life occasion (such as in a business meeting, in customer services, or in an interview) as if they were doing so in the real world either as themselves or taking on the role of a different character from themselves. In addition, Harmer (2001) also states that role-play can be used to promote oral fluency or to train the students studying English for Specific Purposes. In other words, role-play is important ‘to involve students in their own learning in a ‘real-life’ environment and its applicability to tourism and hospitality curricula is extensive’ (Armstrong, 2003; p. 1).

The study conducted by Ghufron (2009) shows that the use of role-play in teaching speaking is quite effective. Ghufron applied classroom action research as the method. The studies proved that using role-play in the right way can improve the students’ score of speaking. Additionally, the role-play can stimulate the students to speak English in direct communication in enjoyable and interesting atmospheres.

In addition, Liu (2010) carried out a project to compare the students’ motivation between common oral English test and role-play. The result shows that

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in the target group where role-play activity is engaged, the students became more enthusiastic in speaking English than the students in the control group which use common oral English tests.

The discussions with other tourism and hospitality educators show that role-play is used practically frequent (Armstrong, 2003). However, the details of its application are seldom reported. In addition, based on the researcher's observation, the application of role-play in vocational high school level is still sparse because of the time limitation. Thus, this study was proposed to investigate the implementation of role-play in teaching speaking to the students of Tour and Travel Business Study Program at one vocational high school in Bandung and the students' responses towards the implementation of the role-play itself.

1.2 Statements of the Problem

This study essentially wanted to figure out the implementation of role-play for the students of Tour and Travel Business Study Program. Hence, this research merely focused on these following questions.

1. How is role-play implemented in teaching speaking to the students of Tour and Travel Business Study Program?
2. What are the difficulties encountered by the teacher in implementing the role-play?
3. What are the students' responses towards the implementation of role-play?

1.3 Aims of the Study

Regarding to the background and the statements of the problems above, this study attempted to investigate by portraying the implementation of role-play in teaching speaking to the students of Tour and Travel Business Study Program in a vocational high school, to discover the difficulties encountered by teacher

during the lesson, and to figure out the students' response towards the implementation of role-play.

1.4 The Scope of the Study

This study focuses on investigating the implementation of role-play in teaching speaking to the students of Tour and Travel Business Study Program at a vocational high school. It is specified merely to portray the implementation of role-play in teaching speaking to the students of Tour and Travel Business Study Program at a vocational high school, to discover the difficulties encountered by the teacher during the lesson, and to figure out the students' responses towards the implementation of role-play.

1.5 Significance of the Study

This study was conducted to describe the implementation of role-play in teaching speaking to the students of Tour and Travel Business Study Program. The result of this study was expected to enrich the theory in the future. For English teachers or lecturers, the findings of this study can be used as a reference of teaching communicative skills or teaching using role-play method, and for other researchers, this study is expected to give some informative input to conduct other researches or investigations.

1.6 Methodology

This section discussed the research method, data collection, and data analysis that were used in this study.

1.6.1 Research Method

The qualitative approach was used in this study. The researcher used this method in order to obtain a holistic understanding by examining the process that emerged in a teaching and learning process when the role-play was implemented. Fraenkel and Wallen (1990; p.10) state that a qualitative approach is employed when a researcher wants to acquire a

“holistic depiction of what goes on in particular circumstances or situations without the urgent need to prove or ascertain hypothesis.”

1.6.2 Data Collecting and Analysis Procedure

The data were collected via several methods; non-participant observation, interview and questionnaire. The observation was conducted to identify how the teacher implemented the role-play in the classroom and the students' response when the role-play was conducted, the interview was addressed to the teacher to know the difficulties she had when implementing the role-play in the classroom, while questionnaire were distributed to the students to know students' responses towards the implementation of the role-play in the classroom, the obstacles they face in the role-play section, and their wishes about the implementation of the role-play in the future.

Descriptive qualitative analysis was employed to analyze the obtained data. Coding and categorization, data reduction, data display, and conclusion drawing were utilized in analyzing the data.

1.6.3 Validity

Testing the validity is the defense of truth from the doubts about someone's research (Alwasilah, 2008). To examine the validity and construct reliability of this research, there were three strategies applied: triangulation, feedback, and member check.

1.7 Participants

An English teacher and thirty six students of 11th grade in Tour and Travel Business Study Program were the participants of the research. The rationalization of choosing those participants is because the teacher used role-play as the method to teach some topics related to the students' future occupation.

1.8 Clarification of Main Terms

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It is important to have an obvious perspective towards the terms that was used in the research title before starting the research. Hence, the main terms that were highly related to the study would be outlined in this part. The terms were:

1. Role-play in this research is one of teaching techniques that is used to train students' communicative ability.
2. Speaking is the action of conveying information or expressing thoughts and feelings through use of verbal and non-verbal language.
3. Tour and Travel Business Study Program in this research refers to one of program studies in a vocational high school that focuses the students to have competencies in professional skill that is devoted to the tour and travel business to be totally involved in this professional area.

1.9 Organization of the Paper

This research paper was organized into five chapters as follow:

Chapter I Introduction

The background of the study, the scope of the study, the statements of the problems, significance of the study, the research method that comprises participants, instrument, and procedure, clarification of key terms and organization of the paper are provided in this chapter.

Chapter II Theoretical Foundation

This section focuses on the theoretical foundations that are relevant to the present study, with role-play and teaching speaking as the main issue.

Chapter III Methodology

This part encompasses the research methodology, the goal of the present study, data collection, analytical frameworks and data analysis.

Chapter IV Findings and Discussion

This chapter endows the results of the conducted research and the discussion of research's findings.

Chapter V Conclusion and Recommendation

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All the conclusion of the study, the implications and suggestions for further researchers and related institutions are provided in this chapter.



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