

# Chapter 1

## Introduction

This chapter provides an introduction to the research. It is divided into several sections. The first section discusses the background of the research, outlining the context behind the current research. The second section presents research questions and objectives that guide the focus and direction of the research.

### 1.1. Research Background

English language learning in Indonesian high schools faces challenges, particularly in teaching speaking skills, which a focus on grammar and translation has historically overshadowed. However, as the need for communicative competence grows, various methods have emerged to enhance speaking instruction, one of which is Communicative Language Teaching (CLT). CLT emphasizes learning through social interaction and real-life communication, encouraging students to express their ideas through engaging, collaborative activities (Alamri, 2018). Among the techniques aligned with CLT, role-play stands out as an effective strategy, allowing students to participate in simulated real-world scenarios that promote communication between peers and teachers. By incorporating role-play, CLT creates a dynamic, interactive learning environment that fosters speaking confidence and engagement.

Role play as a teaching technique has been noted as one of the most important techniques to improve students' speaking ability. Role-play works as a teacher giving two or more students to act in a given scenario. However, teachers face

challenges in the implementation of role play, such as having to deal with grouping the students, dealing with students' lack of pronunciation, and encouraging students to start speaking during the role-play activity (Ni'mah, 2024).

The scenario used in role-play consisted of real-life occurrences that could happen in real life. This method not only encourages students to try to be actors in a role-play scenario but also creates new experiences, new atmospheres, and builds creativity (Wulandari et al., 2021). Besides that, Sarifudin & Setyawan (2025) found that role-play also improved students' language proficiency, including fluency, vocabulary, and pronunciation.

Previous studies have highlighted the effectiveness of role-play in improving EFL learners' speaking, pronunciation, listening, vocabulary, and motivation, even beyond educational contexts (Aliakbari & Jamalvandi, 2010; Ridayani & Purwanto, 2024; Sarifudin & Setyawan, 2025). In Indonesia, research has focused on its use in hospitality and high school settings (Octaviana et al., 2024; Ridayani & Purwanto, 2024; Sayow & Marsevani, 2024). However, they were mostly from the learner's perspective. Although some studies have examined teacher practices (Azam & Sulaiman, 2024; Kholili et al., 2024), there remains a limited research base on how Indonesian high school English teachers implement role-play in high school classroom contexts. This gap presents an opportunity to explore the practical application and pedagogical strategies used by teachers in Indonesia. In this research proposal, the writer is bound to explore more about how the lecturer uses role play

## **1.2. Research Questions**

This research attempts to examine how teachers utilize role-play in Indonesian high school English classrooms and the perceived benefits and challenges from teachers.

The researcher formulated the following question as a guide for this research.

- 1) How do high school teachers implement role-play in English language classrooms?
- 2) What challenges and benefits do the teachers perceive in using role-play?

## **1.3. Significance of the Research**

This research holds significance for English language education in Indonesia by shedding light on the practical implementation of role-play as part of the Communicative Language Teaching (CLT) approach. The focus on teachers' real-life implementation and perspective, this research aims to provide insight into real classroom practices and the perception towards using role-play as a teaching method. The findings are expected to help English teachers enhance their teaching strategies and improve communicative competence.

## **1.4. Contribution of the Study**

This study contributes to the existing knowledge around CLT and role-play by filling the gap in teachers' practices and experiences in utilizing role-play in Indonesian high school classrooms. Many studies have explored students' outcomes and perspectives, but few highlight teachers' insight and actual practices. By highlighting teachers' insight and experiences, this research provides valuable recommendations for teacher training programs in the EFL context.

## 1.5. Clarification of Terms

To ensure clarity, the following key terms used in this research are defined as follows:

**Role Play:** A teaching technique where students act out assigned roles in scenarios that simulate real-life situations.

**Communicative Language Teaching:** An approach to language teaching that emphasizes interaction and authentic communication that prioritizing fluency over accuracy.

**Perceived Benefits:** The positive outcomes that teachers noted in utilizing the role-play teaching method.

**Perceived Challenges:** The negative outcomes that teachers noted in utilizing the role-play teaching method.