CHAPTER I

INTRODUCTION

This chapter presents the background of the study, statement of the problem, objectives of the study, significance of the study, assumptions, limitation and scope, theoritical framework, hypothesis of the study, definition of key terms, and the organization of the thesis

1.1. Background of the Study

We know that English is an international language which has been an essential language for various international communications. Society now needs professionals with more capabilities, to enable them to face the new challenges of the world. One of the language skills required for international communication is speaking. The main function of speaking is to express one's thoughts to others. In speaking, a speaker shares ideas and informations. The speaking skill is measured in terms of the ability to carry out a conversation in language, therefore, teachers and parents feel that speaking ability should be mastered by their students and children. Efrizal, D (2012) stated that English speaking ability is "very important for people interaction where people almost speak everywhere and every day through English. In this global era, many people used English as a media of communication and it makes people who come from different countries to be easier in making interaction and communication."

The goal of language is communication and the aim of speaking in a language context is to promote efficiency communicative. All teachers want their students to actually be able to use the language as well as possible and with a purpose of course. The students

often value speaking more than the other skills of reading, writing and listening but what happens if they feel more anxious about their oral production? Speaking is a skill worth learning. If they are able to speak English, it can be the decision of their life in many things such as their career development, their business and even in the relationships they have with their friends, family and people in the surrounding. By learning to speak English, they will increase their self confidence and make them more comfortable around other people. People agree that English is always an asset to be able to communicate with other people around the world. Today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules but almost all the students are afraid to speak English, especially when they have to speak in front of the class with their own words and they aren't able to speak English spontaneously.

In learning to speak English, students often find some problems. There are always some students who do not talk in class because they are too shy, anxious, and afraid of making mistakes. This happens not to beginners but also to the students who are fairly advanced. Perhaps it is because they do not have chances to speak or the teacher gives too much criticsm so that the students do not feel confident with themselves. There are also many factors that cause problems in the students' speaking skill, like the poor material, the medias and so on.

Unfortunately, one of those problems above happened at the third grade of X Junior High School Surabaya. This is due to the fact that an English teacher used the conventional strategy, such as the teacher reads a dialog that has been written in the students' text book. Then the teacher models it by asking some students to read it aloud.

After asking students to read it, the teacher asks the students to make their own dialog and present it in front of the class.

The teachers should think about it, how they encourage their students to be able to speak and comunicate with other people, to be able to face this world. To enable students to speak spontaneously, the teachers need to apply a particular teaching technique. One of the techniques to solve that problem is through role play because the aim of role play in teaching English is to encourage students' thinking and creativity, let students develop and practice English, and behavioral skills in a relative setting, and can create motivation and involvement for learning to occur.

We know that role play has been a very popular technique but still there are many teachers who doubt that technique. They are not sure if role play can be effective in teaching speaking. Some teachers think that role play waste their time but there are also who feel that role play is the best technique and really important in teaching speaking because it gives students an opportunity to practice communicating in different social contest and in different social roles. In doing role play, the students always have a freedom to use their imagination and their creativity. According to Furness (1976), a child can enjoy and profit from a role play experience "in terms of improved communication skills, creativity, increased social awareness, independent thinking, verbalization of opinions, and development of values and appreciation of the art of drama."

Because of those reasons the writer is really excited and curious to know more whether role play will significantly improve students' speaking achievement and she wants to know the advantages and the problems encountered by teachers and students in using it.

1.2.   Statement of the Problem

In relation to the title of this thesis and the background of the study as described above, the writer in this study wants to find out the effect of role play on grade 9 students speaking achievement. A research question is formulated as follows:

Is there any significant difference between speaking achievement of the students before and after being taught using role play?

1.3.   The Objectives

The writer wants to find out whether there is a significant difference between speaking achievement of the students before and after being taught using role play.

1.4.   Assumption

This study was conducted on the basis of the following assumptions:

- Role play is applicable to the teaching of speaking.
- Teaching technique is one of the influential factors in teaching-learning process.

1.5.   Hypothesis

- Alternative Hypothesis   :

   There is a significant difference between speaking achievement of the students before and after being taught using role play.

- Null Hypothesis   :

   There is no significant difference between speaking achievement of the students before and after being taught using role play.

1.6.   Theoretical Framework

➢ **Teaching Speaking in an EFL Setting**

According to (Nunan 1989) teaching speaking is "to teach English language learners to produce the English speech and sound patterns, use word and intonation stress, select appropriate words and sentences according to the proper social and situation matter, organize their thought in a meaningful and logical sequence, use the language quickly, confidently and fluently." When teaching speaking, the teachers should think that what they have in front of them is a mixed class with varied abilities, motivations, expectations, knowledge and also different learning styles.

➢ **Role Play**

One way of getting students to speak is role-playing. Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel. Thus, the teacher can tell the student that "You are David, you go to the doctor and tell him what happened last night, and…" (Harmer, 1984)

1.7.   The Significance of the Study

By doing this study, the writer believes and expects that the teachers who teach speaking can be inspired to use this technique and the teachers who teach speaking using role play can know how to apply the role play technique well. Through this study, the writer also expects that the students are also motivated to try to speak English as often as possible, to state their ideas orally in English through role play.

1.8. Limitation and Scope

To make this research easy to be discussed, the writer limits this research as follows:

The writer focuses on teaching speaking using role play. The writer chose IX A grade students of X Junior High School Surabaya as the subject of this research.

1.9. Definition of Key Terms

Before we move on to next chapter, it's better if we know the key terms of this study. The writer will give you definition of key terms as used and seen in this study in oder to avoid missunderstanding and ambiguity.

1.9.1 Speaking

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997).

1.9.2 Role Play

According to Brown (2001), "role-play minimally involves (a) giving a role to one or more members of a group and (b) assigning an objective or purpose that participants must accomplish." Brown suggested role-play can be conducted with pairs assigned a role to accomplish an objective. the writer concludes that role play is a technique in English teaching in which students learn in various imaginary situations or roles in order to develop the students' fluency, and the role play in the classroom involves students actively in the learning process by enabling them to act as skateholders in an imagined or real scenario.

1.10.   Organization of the Study

This study consists of five chapters, Chapter I concerns with the introduction. It consists of background, statement of the problem, the objectives, theoretical framework, hypothesis, the significance of the study, limitation and scope, definition of key terms. Chapter II concerns with review of the related theories of this study. There are the definition of speaking, the role of speaking in second language, the benefit of speaking, teaching Speaking, activities to promote speaking, guidance for teachers in teaching speaking, the definition of role play, reason of using role play, the procedure of role play, advantages and disadvantages of using role play, the effect of using role play, and previous study. Chapter III concerns with methodology of the study in find out whether the implementation of role play to 9 graders will improve students' speaking achievement or not. Chapter IV concerns with the description of the data and the implementation and last but not least, conclusion and suggestion were discussed in chapter V.