

CHAPTER I

INTRODUCTION

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

1.1 Background of the Study

English is one of the compulsory subjects for SMP and SMA which has to be taught in Indonesia (*Kurikulum KTSP, 2006*). This subject is also one of the main subjects tested in the National Examination. Many learners still assume that learning English is very difficult, particularly to master the language for communication, such as speaking. In general, students are having a problem to speak fluently. There are many factors behind the problem, such as lack of vocabulary, lack of self-confidence, and lack of opportunities to speak English both inside and outside classroom. Considering the causes of the problem to speak fluently, it is necessary to teach the skill using interesting and effective activities which can give the students more chances to use English fluently in the classroom such as having conversations with fellow students. There is a wide variety of activities that can be used in both teaching and learning to speak fluently such as discussion, story-telling, role-play and dialogue.

Talking about role-play and dialogue, those techniques can support the students' attainment of speaking skill, especially the fluency. As argued by Harmer (1983), role play can be used to encourage general oral fluency. Through role play, language learners act and enjoy their roles because it

provides situations which are related to real life. Moreover, role play can also encourage language learners to speak in English without worrying about mistakes such as grammar and pronunciation. Meanwhile, McCready as cited in Harmer (1983) states that dialogue is very useful to help language learners because it represents real communication of ideas from one speaker to another speaker. It is believed that both role-play and dialogue provide active learning conditions for language learners to speak using English in the classroom.

Due to their similarities, role-play and dialogue could be assumed to present language to students in the same way. However, there are several differences that make the two non-interchangeable. For example, the dialogue technique is used to introduce new content. Role-play, however, is used to apply content in new contexts or settings (acting out) and are more natural. As a result, it is useful in finding which technique increases natural language fluency.

When the writer was doing an observation in a private junior high school in Surabaya, she found that the students did not get much time to use English for speaking. Most of the time in the classroom was spent on teaching grammar, writing, reading, and a little bit on listening. It was really rare for the students to have time to speak. Since speaking takes a lot of time in classroom, the language teachers tend to focus on teaching exam materials relating to grammar, vocabulary, writing, listening and reading. As a result, when the writer spoke in English with several students there, they said that they understood the meaning of what the writer talked about but they did not know how to respond in English. Based on this situation, the writer consulted the English teacher of the school about this issue. Choosing appropriate activities to enhance speaking skill, such as Role Play and Dialogue, could improve the students' ability to communicate fluently in English. Both

techniques are theoretically believed to be able to foster the students' speaking fluency; however, empirically the writer has been interested in finding out which technique can better help the students improve their speaking fluency.

This study, therefore, was aimed to discover the effect of Role Play and Dialogue techniques on the students' speaking fluency.

1.2 Statement of the Problem

Based on the background of the study above, the problem can be formulated as follows: Is there any significant difference between the speaking fluency achievement of the students taught using role plays and those taught using dialogue.

1.3 Objective of the Study

Based on the statement of the problem above, the specific objective of this research can be formulated as follows: To find out whether there is a significant difference of the speaking fluency achievement of the students taught using role play and those taught using dialogue.

1.4 Theoretical Framework

This study is based on Communicative Language Teaching (CLT) theories. According to Harmer (2009), CLT is a method that focused on meaningful communicative tasks and through this language learning will take care of itself. This method has several techniques that can be used for teaching and learning speaking. In this study, role play and dialogue are used as techniques to improve students' speaking fluency.

The first one is teaching speaking fluency through role play technique. According to Doff (1990) role play is a technique that can bring real life situation in the classroom. He adds that imagination is needed in this technique to play a role and understand the context. Improvisation in the conversation is needed while applying this technique so that it helps the students become fluent in their speaking skill.

The second one is through dialogue technique. McCready (1975) states that dialogue is a technique used to provide speaking practice done among two or more persons. Wood (2002) adds that this speaking technique is useful in developing students' speaking fluency because dialogue technique can gives specific language practice such as the use of grammar instruction and common phrases.

1.5 Research Hypothesis

To answer the problem above, the following hypotheses are set up:

1.5.1 Alternative Hypothesis (Ha)

There is a significant difference of the speaking fluency achievement between the students taught using role plays and those taught using dialogues.

1.5.2 Null Hypothesis (Ho)

There is no significant difference of the speaking fluency achievement between the students taught using role plays and those taught using dialogues.

1.6 Assumptions of the Study

The writer assumes that the materials used in the treatments of both groups were similar with the materials taught in the junior high school curriculum. The teaching activities given during the study to both experimental and control groups were presented neutrally. The teachers who taught the experimental group and control group were assumed to behave naturally and equally.

1.7 Scope and Limitation of the Study

The writer limits her research to teach speaking using role play technique and dialogues technique to the eighth grade students of one of the Catholic Junior High Schools in Surabaya in the academic years 2014-2015. She chose the school as her place to do the research and the eighth graders as her subject in the research, due to their availability. There were 30-33 students in each class.

The specific aspect investigated in this study was the effect of the Role Play and Dialogue as teaching techniques to improve the students' speaking fluency. The writer intended to find out which technique would give better impact on the students' speaking fluency. Other aspects of speaking abilities were not investigated in this study.

1.8 The Significance of the Study

The result of this study will be beneficial for teachers of English as a foreign language and for students:

1. For the teachers of English as a foreign language, they can use Role Play and Dialogue as techniques which can help the students

improve their speaking fluency. However, they will know which technique is more influential on the improvement of the students' speaking fluency.

2. For the students, the result of this study will encourage them to speak in English by using either Role Play or Dialogue in their conversation to improve their speaking fluency.

1.9 Definition of Key Terms

In this study, there are some key terms that need to be defined to avoid misunderstanding as follows:

- a. *Effect* is a change produced by an action or a cause (Hornby, 1980).
- b. *Speaking* is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of context. Where "meaning" consists of feelings, opinions, personal details, and functions (giving advice, expressing hope, telling stories such as daily routines; describing people, object, place, habits). "Context" consists of formal, informal, and situations at home, at school, in the street, on holiday, at a mall (Channey, 1998).
- c. *Fluency* is the ability to speak fluidly and flow through the conversation without pauses and breaks. *Speaking fluency* is the ability to link units of speech together with ease and without strain or inappropriate slowness or undue hesitation. Moreover, the speech of non-fluent English learners tends to be characterized by frequent pauses, repetitions and self-correction (Edge, 1993).

- d. *Role play* is a technique that can bring real life situation in the classroom that is not only need an imagination of acting out a role and context but also improvisation in the conversation (Doff, 1990).
- e. *Dialogue* is a technique used to provide speaking practice to reach which done among two or more persons (McCready, 1975).

1.10 Organization of the Thesis

This thesis consists of five chapters. Chapter one deals with the background of the study, statement of the problem, objectives of the study, significance of the study, assumptions, scope and limitation of the study, theoretical framework, research hypothesis, definition of the key terms, and the organization of the thesis.

Chapter two presents the review of related literature. It discusses some related literatures such as speaking theories, two techniques of speaking which are used in this research: role play and dialogue, the theory of Communicative Language Teaching, and some previous related studies.

Chapter three presents the research design, population of the study, research instruments, technique of data collection, and the technique of data analysis.

Chapter four deals with data, data analysis which includes the description of the research data, testing the hypothesis to answer the problem statement in the previous chapter, and interpretation of the research findings.

Chapter five presents the conclusion and suggestions. This chapter is divided into three sections: conclusion and suggestions for teachers and recommendations for further studies