CHAPTER I

INTRODUCTION

In this chapter, the writer presented the background of the study, statement of the problem, objectives of the study, hypothesis, scope and limitation, theoretical framework, significant of the study, definition of key terms, and the organization of the proposal.

1.1   Background of the study

English is known as an international language by most people around the world. English is one of languages in the world that is used by people as a tool to communicate with each other. Therefore, English is considered as an important language that should be learned and mastered by each person especially children in this millennium era. Many people believe that English can destroy the barrier of language which has been becoming a problem for many people all this time. When someone is able to speak English, that person has an added value in his or her ability to communicate. Besides, they who are able to speak English will be able to communicate and compete with people from other countries. English will help their communication easier. In fact, many people choose English as their spoken language. It can be seen from the data taken from Ethnologue

21th edition[1] stating that there are 1.121 million people, both native and non-native speakers, who use English as a spoken language. Through speaking, people are able to deliver or express their thoughts, ideas, or even information to others. According to Chaney and Burke (1998) "speaking is a language skill of oral communication to express human idea, feeling, option, and thought or information which helps people to communicate to one another (as cited in Purnamawati, Sofian, and Suhartono, 2015, p.2)"

In some countries, English is used as a first language and even as a second language but it is different in Indonesia where English becomes a foreign language. Most of the schools in Indonesia teach English as one of the subjects. The aim of teaching English to the students is to introduce English as a universal language with expectation that they will be able to use proper English for communication. As a teacher, it is needed to teach speaking to the students as a second basic skill after listening before teaching them the other skills. In addition, speaking can encourage the students to be more confident in front of other people. Unfortunately, there are still many students who still feel shy, afraid, worry and anxious when they have to speak in front of other people. Probably, it is because they don't know what they have to say or how to say it. Unfortunately, these

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[1] English Language Statistics – an Exhaustive List. (n.d.). Retrieved December 15, 2019, from https://lemongrad.com/english-language-statistics/.

problems happen to the students in one of junior high schools in Surabaya where they are lacking in vocabulary and proficiency in speaking.

Therefore, as teachers, we should find a proper technique that can help students in improving their speaking skill. There is one technique in teaching speaking named role play. According to Cornett (1999) role play can show the fluency and oral communication skills of the students beside the use of body language when students take a part in this technique and do face to face communication (as cited in Krebt, 2017, p.2). Role play is a familiar technique in learning activities that is most used for speaking activity. However, there is a debate whether role play is effective or not in helping students to improve their speaking ability.

Therefore, the writer would like to find out whether role play can give a significant effect or not in students' speaking achievement by conducting this study.

1.2 Statement of the problem

This study was conducted to find out the effect of role play technique on students speaking's achievement of 8th graders. The writer stated the research question as follows:

What is the effect of role play technique on the speaking achievement of 8th graders before and after the treatment?

1.3 Objectives of the study

To know whether the role play technique can improve the speaking achievement of 8th graders

1.4 Hypothesis

1. Research hypothesis : role play technique has a significant effect on the speaking achievement of grade 8 students
2. Null hypothesis : role play has no significant effect on the speaking achievement of grade 8 students

1.5 Scope and limitation

For scope and limitation, there are three parts which are divided by the writer as follows:

The writer used grade 8 students of one junior high school in Surabaya as the subject of this study and implemented role play as the technique. Meanwhile, the writer chose the topics and materials by herself and it has been adapted from the students' book which are holiday, unforgettable experience, planning a party, asking and giving opinion, invitation, asking and giving permission, and giving compliment/ appreciation.

1.6   Theoretical framework

1. Theory of Speaking

As one of the basic skills of human, speaking is one of the most important things that people have since they were born. Some researchers have different definitions of speaking based on their own perception. According to Pearsal (1999, p.1377) speaking is an action of self-expression that is used for or in speech, and used to communicate in a certain language and deliver meaning (as cited in Sagimin, 2016, pp.2-3). Meanwhile, other researcher state that "Speaking is one of the central elements of communication (Richard and Renandya, 2002, p.210, as cited in Sagimin, 2016, p.3).

2. Theory of Role Play

As one of basic skills, people should know how to speak well. In order to speak well, especially when they learn foreign language that has different ways in speaking, as an English teacher should help students in improving their speaking ability. There is a technique named role play that can be used to help improving students' speaking ability. According to Inawati, in her journal "Teaching Speaking to Young Leaners through Role Play", says that role play is an activity for students to improve their ability in speaking performance meaningfully (p.1). Another researcher,

Alwahibee (2003), also defines role play in different ways. He states that role play is one of the techniques in teaching speaking that makes students active in participating in English learning classroom (as cited in Inawati, 2014, p.2).

1.7 Significance of the study

The writer expects that the results of this study can be beneficial for other people in the future. First, for the speaking teacher, they can use role play in teaching speaking as an alternative technique in improving students' speaking skills. Second is for the learners who are expected to be more involved in the classroom activities, more active and more confident. Third, the writer expects this study gives advantages for future researchers who want to make a similar thesis with the same topic.

1.8 Definition of key terms

To understand the meaning of key terms that are used in this proposal, these are the definitions for each key term.

1.   Speaking

     According to Brown (2001) "Speaking is an interactive process of conducting meaning that involves producing, receiving and processing information (as cited in Suryani, 2015, p.2)".

2.   Teaching Speaking

According to Kayi (2006) who states that " teaching speaking is to teach ESL learners to: produce the English speech sounds and sound patterns; use word and sentence stress, intonation patterns and rhythm of the second language; select appropriate words and sentences according to the proper social setting, audience, situation and subject matter; organize their thoughts in a meaningful and logical sequence; use language as a means of expressing values and judgments; use the language quickly and confidently with few unnatural pauses, which is called as fluency (as cited in Purnamawati , Sofian, Suhartono, 2015, p.4) ".

3.   Role play

Thao (2013) states that role play is a technique involving imagination by being other people or themselves in a certain situation for a while, improvising conversation, and creating real-life scenario (as cited in Samsibar and Naro, 2018, p.3)"

1.9   The organization of the thesis

The organization of thesis was presented as follows:

The thesis was divided into five chapters. The first chapter presented introduction of the study that consists of background of the study, statement of the study, hypothesis, scope and limitation

of the study, theoretical frameworks, significant of the study, definition of key terms, and organization of the proposal. The second chapter presented literature review which consists of theoretical review and review of previous studies. The third chapter presented methodology of the research. This chapter consisted of research design, population, sample, materials, instrument, triangulators, procedure of data collection and data analysis technique that are used in research. The fourth chapter presented the interpretation of the data and the discussion. And the last chapter presented the conclusion and the suggestions from the writer.