

## **CHAPTER I**

### **INTRODUCTION**

This chapter deals with the background of the research, the problem of the research, the objective of the research, the significance of the research, the scope and limitation of this study and the operational definitions of the terms.

#### **1.1 Background of the Research**

During The researcher teaching in a junior high school she taught 30 - 40 students in each classroom. Her students take five hours per week of English which consists of the study of the four language skills (reading, speaking, listening and writing), grammar and vocabulary are also included. The students in the class where this study will be conducted have a homogeneous level in general, although it is worth noting the presence of both some outstanding students and some others with some problems to adapt to the average level of the class.

Since the students' language competence is primarily measured through their ability to speak the language, speaking is of my greatest concern. Moreover, speaking is still a problem for most of my students.

Here she could describe the initial reflection dealing with my teaching experience. For years, she believed that students could achieve communicative competence when they had stored a large amount of vocabulary and mastered the grammatical rule. Inevitably, this belief profoundly influenced her teaching method used in my classroom that she emphasized on teaching grammar and vocabulary. In a certain case, it worked well with which most of the students

could answer any questions she addressed concerning a certain grammatical rule applied in a sentence, such as the type of tense used in a sentence and parts of speech. Strictly speaking, she focused heavily on the language system. They were also fairly good in recognizing the meaning of individual word they found in a text.

However, though they may become expert in grammar and individual words, they appeared to lack competence in speaking. Yet, the goal of teaching English is to make the students be able to use the language in real communication. Unfortunately, she found it hard not only to get the students to speak English but even worse. During my observation in my speaking class, she have realized how the students are, in general, inattentive, talkative and most of the times off-task. Because of this, the environment created in class is not a very good one to work in, since she need to be constantly addressing their bad behavior. The signs of boredom and lack of interest leads most of the times to the lack of participation even when she tried to make them collaborate by asking them. This lack of participation and being off-task can be seen above all during the explanations and in the activities subsequent to these explanations.

Based on the fact, she tried to make question and answer orally with my students. Only 4 of 30 students could respond to my questions with spontaneity. To these students, based on my scoring rubric, she scored them by 75. The rest of the students had to work hard to make the answer. She scored 60 for 19 students, 40 for 4 students and 0 for 3 students (because these students did not give response at all)

Based on this fact, it seems that she has to find the way out. The solution was inspired by the useful information imparted by Krish (2001: 1) who learned that the focus of language teaching method has been shifted from teaching the language system into the learning process. Teaching a language, mainly English, proved 'unsuccessful' when the teachers emphasized on how the students could understand the rule of the language and neglected to encourage the students to use the language. Further, Scarcella and Crookall (1990, in Krish, 2001: 5) elaborated that in order to facilitate language learning teachers should consider three learning theories that the learners will acquire the language when they are exposed to large quantities of comprehensible input, actively involved, and have positive attitudes. In this case, Krish (2001: 7) suggested that one other way of getting students to speak is role-playing. Through this method, the students will proceed to use the language in social context. In this method, 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.

It is believed that role play could create communicative atmosphere because it is based on real-life situations. Kayi (2006:2) stated that by using this method in ESL classes, students will have the opportunity of communicating with each other in the target language. In brief, ESL teachers should create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language. This can occur when students collaborate in groups to achieve a goal or to complete a task.

As Bowen et al. (2002) points out, “successful learners should be able to produce their thoughts in a way that will make their message accessible to native speakers of English who have no special training in linguistics or in the native language of the speaker.” In brief, when the attraction is concerning on what one’s say rather than on how one says, the ‘oral’ communication can smoothly flow. We should also take into account that our goal in teaching speaking in English is not merely developing accuracy of pronunciation. There are several, almost insurmountable, problems that an adult second or foreign learner of English will face if he or she aims at perfect pronunciation like a native speaker of English. It is not accuracy of pronunciation but adequacy of fluency and communicative effectiveness that becomes the focus of speaking skill.

This research will engage with the students of MTs Negeri 6 Tulungagung who are 12-13 years old. Teaching teenagers requires knowledge of their mental development. Harmer (2008: 81) explains that teenage students have passionate commitment on what they are doing. Therefore, their minds can be on other things when we are giving an English lesson because the lesson may not interest them.

However, teen classes can also be fun and very rewarding for both the teachers and students when Role Play is applied. It is also believed that role play increases motivation. Always talking about real life can become very dull, and the chance to imagine different situations adds interest to a lesson. In addition, role play gives a chance to use language in new contexts and for new topics in a meaningful way.

Students may have difficulty composing their thoughts in English or expressing them coherently, using appropriate grammatical structures and words. Therefore, teaching speaking through Role Play may offer a good alternative because according to Freeman (2006:34), “role plays are important in the communicative approach because they give learners an opportunity to practice communicating in different social contexts and different social roles.” Further, Ladouse (1995:6) elaborated that “Role play puts students in situation in which they are required to use and develop those phatic forms of language which are so necessary in oiling the works of social relationships, but which are so often neglected by our language teaching syllabuses.” Role play may also help reduce the common reluctance found among the second language learners in using English because of fear of committing errors in English. As Ladouse (1995: 7) added that role play can give fun to the students.

## **1.2 Problem of the Research**

This study will investigate the following question “How can Role Play improve the speaking skill of the seventh grade students of MTs Negeri 6 Tulungagung?”

## **1.3 Objective of The Research**

Based on the problems above, the objectives of the research is to describe how role play can improve the speaking skill of the seventh grade students of MTs Negeri 6 Tulungagung.

#### **1.4 Scope and Limitation of the Research**

To make this research focused and to avoid overlapping discussion, the scope of this research is the seventh year students of MTs Negeri 6 Tulungagung , East Java in 2018/2019 academic year. It is limited to the students' speaking achievement in greeting, leave taking, thanking, introducing oneself and others, when they are taught using role play.

#### **1.5 Significance of the Research**

The results of the research may give valuable information to the English teacher and to other researcher.

1. The English teacher

The results may serve as information about the students' speaking skill. It may also encourage the English teacher of high school to create an active classroom atmosphere by using Role Play. The teacher is recommended to continue this strategy in improving the students' speaking ability.

2. For other researchers

The research results are useful as a reference or information to do a further research on the same topic using different design. This research is hopefully to give information that is useful in developing science and knowledge in Indonesia, especially in English instructional field.

## **1.6 Operational Definition of the Terms**

To avoid misunderstanding between the writer and the reader about the concept, it is important to define the terms used in the title operationally. The important terms to be defined operationally are as follows.

### **a. Speaking Skill**

In this research, speaking skill means the students' ability to comprehend transactional and interpersonal conversation in daily context. It includes the ability how to response and express greeting, leave taking, thanking, apologizing, introducing oneself and others, asking and giving personal information.

### **b. Role-play**

Role play in this research is an activity used as a technique in teaching speaking. It is done through giving information to the learners such as who they are and what they think or feel by using cards. The focus of the role play is on the students' oral fluency. In this case, the students practice their speaking ability, it can be in pairs, group and individually by pretending to be the characters that have been prepared by the teacher orally and in cards by using mapped dialogue and role interaction.