

CHAPTER I

INTRODUCTION

This chapter investigates the components underlying the research topic. It discusses the background of the research, statement of the research problem, objectives of the study, the formulation of the hypothesis, the significance of the research, the scope and limitations of the research, and the definition of key terms.

A. Background of the Research

English is the most crucial language to learn. Currently, almost people in various countries use it as the main language as a communication tool to convey information to others. In the era of globalization, everyone needs to know English skills which are considered important because they have connections in accessing the wider world of work. (Lauder, 2008) states that students are required to study English for three years at junior high school. Thus, teaching programs at every level of English education do not only emphasize students' linguistic competence but also the communicative abilities to achieve the target language.

Speaking is an active and productive skill because it is considered a natural language that requires special attention in teaching. According to (Aristy, Hadiansyah, & Apsari, 2019) speaking skills are very important to be learned, mastered, and practiced in English. It cannot be denied that students have difficulties in mastering the four English skills, such as: listening, speaking, reading, and writing. However, speaking skills have become part of daily

activities in interacting using language by expressing ideas, opinions, and feelings. In addition, (Chaney, 1998) stated that speaking skills are very important in learning ELT by integrating communication in verbal and non-verbal forms. Speaking makes it easier for students to apply the target language fluently and without pause because the elements of language that have been stored in the brain can be transmitted more automatically and proficiently.

Currently, learning conversation in English has always been a scourge for students because it is considered a foreign language that is difficult to learn. Meanwhile, the mother tongue or the first language of Indonesian citizens is the national language, namely Indonesian. In this situation learning in the classroom only has few opportunities to communicate so that students cannot receive the feedback given by the teacher. This is due to the lack of knowledge of students in understanding the context of English spoken by the teacher. In addition, students' speaking skill in English were assessed as still lacking because students spent a long time just thinking and moreover lacked confidence in their own abilities. Thus, students cannot achieve maximum learning achievement due to a lack of student motivation in learning in class.

There are many methods of teaching speaking that can be applied by teachers to help students overcome problems in speaking. One way is to use the role play method. (Hatting, 1993:165), states that role play activities are ideal where students can apply English creatively which aims to encourage conversational situations so that students can find themselves and provide opportunities to practice and develop skills in communicating. In addition,

according to (Budden, 2006) stated that role play activities are putting oneself in another person's position or places oneself in an imaginary situation. Therefore, the role play method is expected to provide productive opportunities for students to practice a variety of communicative and interactive speech acts in various situations so that they can express their imagination through games.

Role play method is classified into two types, namely scripted role play method and unscripted role play method. In scripted role play method, students play characters according to the situation in a predetermined dialogue or script in pairs or groups. In contrast, in unscripted role play method, students previously prepared a script and had more time to practice playing the role so that students were fluent in expressing the characters played without looking at the dialogue text (Byrne, 1986). The scripted role play method is the right choice for the stuttering communication class category because students can play the characters according to the script and improvise with adequate body gestures.

Studies on the scripted role play method on students' speaking mastery has been carried out by several researchers as follows: First, research conducted by Jaya Nur Iman (2014) entitled "Scripted Role Play-Based Teaching to Improve Speaking Skill of the Eleventh Grade Students of SMAN 14 Palembang". This research focuses on knowing whether scripted role play can improve students' speaking skills. This research method uses an experimental method involving two groups, namely the experimental group and the control group. The population of this study were all students of class XI SMAN 14 Palembang.

The data collection technique used in the research was that the researcher gave an oral test in the form of a monologue. Furthermore, students give expressions related to the topic of conversation that has been determined. This study shows that there is significant difference between the experimental group which was taught using the scripted role play method and the control group which was taught using the conventional method.

Second, research conducted by Sommai Chotirat & Kemtong Sinwongsuwat (2014) entitled “Effects of Scripted and Non-scripted Role Play Activities on Oral Performance: A Case Study of Repair Organization in Conversation of Thai College Students”. This study focuses on investigating the effects of scripted and non-scripted role plays on the oral performance of EFL students in improvement organizations. This research design uses a qualitative study. The sample of this research was students majoring in English at Songkhla Rajabhat University with a total of 26 students. This study shows that scripted and non-scripted role play activities are effective in improving students’ oral performance. In addition, this study recommends using non-verbal language such as eye contact, body gestures, and facial expressions (mimic) for students to get further research information.

Third, research conducted by Robiatul Adawiyah (2013) entitled “Improving Students’ Speaking Ability Through Scripted Role Play at SMPN 3 Ngaglik Grade VIII in the Academic Year of 2012/2013”. This research focuses on improving students’ speaking skills using scripted role play. This research method uses qualitative and quantitative research. Qualitative data

were obtained through observing the student learning process, giving questionnaires, and conducting interviews using transcripts. Meanwhile, the researcher obtained quantitative data by providing an assessment of the use of scripted role play on students' speaking abilities through the pre-test and post-test. The participants in this study were students of class VIII A at SMPN 3 Nganglik with a total of 36 students. This study showed that in the first cycle students' speaking ability increased when students frequently practiced speaking. Furthermore, in the second cycle students were more fluent in speaking, confident, and motivated students to be active in role play activities using scripts.

Based on the previous studies above, it can be concluded that there are many studies that use scripted and non-scripted role play. However, scripted role play method research that uses non-verbal language such as eye contact, body gestures, and facial expressions (mimic) is still limited. In addition, the use of non-verbal language is a recommendation from previous research, namely Sommai Chotirat & Kemtong Sinwongsuwat which was used by the researcher to obtain more accurate information on first grade students at MTSN 6 Tulungagung.

Therefore, the researcher is interested in applying this method which is intended to conduct experimental research to find out whether the scripted role play method using non-verbal language such as eye contact, body gestures, and facial expressions (mimic) is effective in students' speaking mastery with the

title: **“The Effectiveness of Using Scripted Role Play Method on Students’ Speaking Mastery at the First Grade of MTSN 6 Tulungagung”**

B. Statement of Research Problem

Based on the identification of the research above, the research problems are formulated as follows “Is there any significant difference score on students’ speaking mastery that will be taught by using scripted role play method and those taught by using conventional teaching at the first grade of MTSN 6 Tulungagung”?

C. Objectives of the Study

The objectives of the research are to find out the significant difference score on students’ speaking mastery who are taught by using scripted role play method and those who are taught by using conventional teaching at the first grade of MTSN 6 Tulungagung.

D. Formulation of Hypothesis

Hypothesis can be interpreted as a research problem or prediction of the relationship between two or more variables. The researcher proposed two hypotheses, they are Null hypothesis (Ho) and Alternative hypothesis (Ha) as follows:

1. Null hypothesis (Ho)

There is no significant difference score on students' speaking mastery that will be taught by using scripted role play method and those taught by using conventional teaching at the first grade of MTSN 6 Tulungagung.

2. Alternative hypothesis (Ha)

There is a significant difference score on students' speaking mastery that will be taught by using scripted role play method and those taught by using conventional teaching at the first grade of MTSN 6 Tulungagung.

E. Significance of the Research

The results of this study are expected to provide contributions and suggestions in the following categories:

1. The English Teacher

It is hoped that the findings of this study can provide other options for teachers to improve the English learning system in a more creative and innovative way. It means, the scripted role play method can be applied by the teacher as an alternative method for students' speaking mastery in the learning process. In addition, the role play method attracts students' interest, class is not too monotonous, and facilitates learning effectively and efficiently.

2. The Students

The researcher hopes that this research can motivate students to learn English in class with situations that attract students' attention, fun, and

cooperative. Furthermore, students can play the role of characters according to the dialogue script so that this learning looks like a game but has elements to hone students' mastery in speaking.

3. The Researcher

It is hoped that this research can provide further information regarding the scripted role play method on students' speaking mastery. Furthermore, this research can be used as a guideline and developed by other researchers.

F. Scope and Limitation of the Research

To avoid misunderstandings, it is necessary to have the scope and limitation of the research to clarify the details of the research. The scope of this research is to examine the effectiveness of using scripted role play method on students' speaking mastery at the first grade of MTSN 6 Tulungagung. In addition, the limitations of this research are that there are two types of spoken language, namely monologue and dialogue. However, this research only focuses on the type of dialogue to support students' speaking mastery used in the scripted role play method.

G. Definition of Key Terms

There are several explanations of the components mentioned by the researcher in this section to avoid ambiguity and confusion for readers in the study. So, the researcher must define the key terms as follows:

1. Effectiveness

Effectiveness describes an action or the result of the effects carried out on certain activities. In learning, the activities referred to here are methods, strategies, or approaches. Thus, it can be said to be effective if a method has a large influence on predetermined targets.

2. Scripted Role Play Method

Role play is a learning method that places students to develop communication smoothly through direct practice. Meanwhile, the scripted role play method is a type of method in role play that portrays characters based on a scenario book. In addition, in the scripted role play method students can convey language items in an easy to remember way like giving a speech.

3. Speaking Mastery

Speaking mastery is the ability to convey information, ideas, and opinions orally. In addition, communication is needed in daily activities to carry out social interactions with other people. In teaching communication, students are required to master stringing words into appropriate sentence structures so that the interlocutor can understand what the speaker is saying.