

CHAPTER I

INTRODUCTION

In this chapter, the research focuses on the background of the research, research problem, objectives of the research, research hypothesis, significance of the research, scope and limitation of the research, and definition of key terms.

A. Background

All people in the world are know how is importance English, because English is International language. Every people in the world must adaptation about it. In Indonesia, English have learned since at elementary school. There some aspect that must be mastering when people want to learn about English they are speaking, listening, writing, reading, those aspect must be know. But the first that was very importance is speaking. With speaking people can give some information well and quickly. McDonough and Shaw (2003:134) stated that when genuinely communicative, speaking is desire and purpose driven, in other words we genuinely want to communicate something to achieve a particular end. This may involve expressing ideas and opinion. It means that when someone speaks, they have intended for expressing their ideas to other.

Speaking have some problem in teaching and learning English. First they still had poor vocabulary. Second, they were not interested in the material about

English that was give. Third, they rarely practiced speaking. And the last, they were not confident and felt shy to speak in front of the class.

Numerous teachers are not aware of the importance of speaking. In this first place, they emphasize the role of grammar and vocabulary learning in the acquisition of a foreign language. The overwhelming majority of English language teachers help the students become competent above all in listening and reading (Harmer, 2001:183)

In fact speaking is the most important if we want to give some information. In the speaking there are some aspects for example is pronunciation, and vocabulary. McDonough (2003: 165) said that In the learning English, speaking is important to students' ability to use the language. As one of language skill, speaking has given an important contribution to human work. The important speaking can be seen in the people daily activities. Speaking is an interactive task and it happens under real time processing constrains. It means that they will be able to use words and phrases fluently without very conscious thought. As skill that enable people to produce utterances, when genuinely communicate, speaking is desire (and purpose driven), in other words they genuinely want to communicate something to achieve particular end.

In this case there are some methods to teach speaking, for example using role-play strategy. Role-play have some advantages .When students doing role-play they will assign in different situation so students must more creative to make some appropriate language to express something. Ments (1999: 19) role-play gives students opportunity to practice interacting with other certain roles, and students can practice

linguistic ability, namely language, literally and social skills training. Students that do role-play will improve their expressions when they show their role-play so it can be a method to sharpen their speaking ability and their confident when they send information to people. And there are other benefits of role-play when applied in teaching learning process. First role-play can motivate and engage the students because they must study their role play with their group and it must use team work to show their role play well. Second role-play can enhance currents the understanding of students, because students will be more active in the class with role-play. Third role-play can provide real-word scenario to help students learn. Fourth provide opportunities for critical observation of peers (Bonwell and Eison, 1991)

Role-play strategy is strategy that uses method or scenario to make students more active to speak in the class. In this strategy teachers ask students to speak about something that the teacher brings. This strategy can improve students speaking ability. It needs concentration and bravery to speak up. By this strategy, students are trying to develop and improve their mastery in speaking. Besides that, in this strategy is very popular and easy to conduct because it is a simple activity, not only for students but also for teachers to administer a treatment to increase speaking achievement of students. This teaching strategy has been succesfully implemented in the previous study by Budiman (2009) at Daa'rul Ma'rif Junior High School in academic year 2002/2003 and M.Noor Fadillah (2015)at eight grade of SMPN 244 north Jakarta. In academic year 2014/2015

The researcher is interested in finding out whether Role-play strategy can be effective to teach speaking in MAN Tulungagung 2.

B. Research Problems

On the basis of the background, the research questions are formulated as follows:

1. How is the students' achievement in speaking ability before being taught by role-play strategy?
2. How is the students' achievement in speaking ability after being taught by role-play strategy?
3. Is there any difference in students' achievement in speaking ability before and after being taught by role-play strategy?

C. Research Objectives

The purposes of this research are:

1. To know the students' achievement in speaking ability before being taught by role-play strategy.
2. To know the students' achievement in speaking ability after being taught by role-play strategy.
3. To know whether there is significant difference in students' achievement in speaking ability before and after using role-play strategy.

D. Research Hypothesis

1. Null hypothesis (Ho)

There is no significant difference in students' achievement in speaking ability between before the students are taught by role-play strategy and after they are taught by role-play strategy.

2. Alternative hypothesis (Ha)

There is significant difference in students' achievement in speaking ability between before the students are taught by role-play strategy and after they are taught by role-play strategy.

E. Significance of the Study

The result of this research was expected to give some valuable contribution especially for students' learning English, English teachers, and the further researchers. These contributions could be mentioned as follows:

1. For the students

The result of this research will help the students practicing speaking ability, practicing their speaking and encourage them to participate in the learning activities particularly in cooperative group.

2. For the teacher

It is expected that the findings will become reference to the teacher to improve his/her strategy, method, and material in teaching English especially for teaching speaking.

3. For the further researchers

This research will be useful for the further researcher as recent data to conduct further research on the same aspect of study.

F. Scope and Delimitation of the Study

This research was conducted in class X MIA 5 at MAN 2 Tulungagung and students are formed into several groups and they must make a role-play with fable for the theme. Teacher will give them score based on consonant, intonation, grammatical ending, and word stress. This research will be focused on first grade students in MAN 2 Tulungagung in academic year 2015/2016.

G. Definition of the Key Term

1.) Role-play

Role-play means a socio drama which involves the students to participate in adopting rules in this research the researcher will focus on pronunciation. Sally (2009: 6) said that by using role-play students feel free to play, improvise and create their idea, beside that many students will more creative and active. It is opportunity of students to improve the speaking ability and students confident.

In this research there are some steps to do role-play; first, the students will be give text of drama and teacher will read loudly with good pronunciation, second, students will repeat it until students have a good pronunciation, third, students will decide into small groups. Then they will

be asked to perform the drama and show with expression, accent, and good pronunciation so they can perform the role-play with good speaking and the last step is teacher evaluation.

2.) Effectiveness

Role-play strategy can be effective if there are any significant different between score of pre-test and post-test