

CHAPTER I

INTRODUCTION

This chapter presents seven topics related to the introduction, namely background of the study, research problem, research objective, formulation hypothesis, significance of the study, scope and limitation of the study and definition of key terms.

A. Background of the Study

As an international language, English has occupied an important role in many aspects of human life around the world. The field of English has always been of special interest, this is because English is able to influence various activities such as trade, politics, arts and culture, and even sports. And the position of English in the world is as a global language or lingua franca. In Indonesia, English is considered important to be taught in schools, this is because it is needed in various aspects of life. Although in Indonesia itself, English still acts as a foreign language, currently English needs to be mastered.

In learning a language, there are four skills that must be learned by students, where these skills also occur in learning English, namely: listening, speaking, reading, and writing. According to Lado (1965 : 104-105), a teacher must teach listening and speaking skills before teaching reading and writing, because the main purpose of language teaching is the use of language for communication. Therefore, students must further develop speaking skills in order to communicate well with others.

In speaking, a person can express their thoughts and opinions directly. Lindsay and Knight also explain that we speak for various reasons, such as to socialize, to want something, or because we want someone else to do something, as well as to do something for other people, to respond to other people, to express our feelings, or other opinions about something to exchange information, to refer to an action or event in the past, present, or future that is likely to occur.

From the explanation of the theory above, it means that in the learning process at school, speaking is an aspect that must be paid more attention to be improved. In the school curriculum, many subjects about speaking can be taught using utterances, conversations, etc. But in junior high school, role play is a subject that students learn because of role playing, therefore we can teach junior high school students to be better and more confident when speaking in public by using role play. And we can support them to further improve their speaking skills, so that when they later work somewhere they know how to speak well especially when they face interviews.

At the Junior High School level, students are required to be able to speak English well, only by reading from a book and then practicing it. At SMPN 2 Kalidawir, students still have low speaking skills. This is because they find it difficult to say something in English. In learning speaking skills, there are several problems that are often found, namely their mother tongue which causes them to have difficulty using foreign languages. Another reason is that

there is no motivation to practice the second language in everyday conversation. They are also shy and afraid to take part in the conversation.

The research by Dela Octavia Ayuningtias, Wulandari, and Yana (2019), entitled "*The Use of Role Play To Improve Students' Speaking Skill*". The similarities of this study are that both studies both use role play, and the research results both show that role play is effective in improving students' speaking skill. While the difference in the research conducted by Dela Octavia Ayuningtias, Wulandari, and Yana is that it uses the classroom action research (CAR) research method. Meanwhile, this research uses quantitative research methods. Another difference is that Dela Octavia Ayuningtias, Wulandari, and Yana took the tenth grades students of SMKN 3 Karawang as research subjects, whereas in this study the researchers took the eighth grades students of SMPN 2 Kalidawir as research subjects.

Second previous study was a thesis that conducted by Kurnia Firdausi Nuzulla (2018), entitled "*The Effectiveness Of Role-Play In Teaching Speaking Skill to The Eight Students Of SMPN 3 TANGSEL*". Both of these studies used tests as research instruments, and both used spoken tests in testing the pre-test and post-test. While the difference in the research conducted by Kurnia Firdaus Nuzulla is that it uses the Quasi-Experimental research. Meanwhile, this research uses Pre-experimental research. Another difference is that Kurnia Firdaus Nuzulla took class VIII students at SMPN 3 Tangsel as research subjects, whereas in this study the researchers took class VIII students at SMPN 2 Kalidawir as research subjects.

The last previous study that conducted by Nining Hidayati, entitled “*Using Role Play to Improve Students’ Speaking Ability*”. Both of these studies used spoken tests in testing the pre-test and post-test. While the difference in the research conducted by Nining Hidayati is that it uses the classroom action research (CAR) research method. Meanwhile, this research uses quantitative research methods. Another difference is that Nining Hidayati took class VIII students at MTs.NU 05 Sunan Katong Kaliwungu as research subjects, whereas in this study the researchers took class VIII students at SMPN 2 Kalidawir as research subjects.

Based on the previous research above, the researcher obtained similarities in the research, namely that the instrument used was a test. However, in this research things went differently. In previous research, the sample was 60 students, seventh grade and eighth grade. Meanwhile, in this study, the sample was 24 eighth grade students. Based of those analysis from some gaps in previous study, the previous study above examined the the effectiveness of role play on their speaking skills. This can be seen from students' speaking abilities after using role play. Students become more confident in speaking English inside and outside the classroom, especially in daily conversations.

In this study, the researcher are interested in examining the effectiveness of using role play on speaking skills, because many students do not speak English, so the role-play method is very suitable and effective to make students more active in speaking English. This is because students can be divided into small groups so that they are expected to be able to give their opinions or responses

regarding the tasks that have been given by the teacher while in the learning class. And then they have to do what the teacher gives them in the teaching and learning process. Not only that, but they also have a role in the process of learning English in speaking skills, and they need practice to help them in developing their speaking skills.

From the previous elaborative explanation, researchers need to know whether there is effectiveness between role play and students' speaking skills. From this idea above, the researcher determines the topic entitled **The Effectiveness Of Using Role Play Towards The Speaking Skill Of The Eighth Grade Students At SMPN 2 Kalidawir Tulungagung.**

B. Research Question

Based on the background of the study above, the formulated of research question is “Does the Role-Play technique have a significant effect towards the speaking skill of the eighth grade students at SMPN 2 Kalidawir Tulungagung?”

C. Research Objective

Based on the research question above, the formulated of the research objective is “To find empirical evidence of whether or not Role-play is effective in teaching students speaking skill at Eighth grade students at SMPN 2 Kalidawir Tulungagung”.

D. Formulation Hypothesis

1. Formulating null hypothesis (H_0), There is no significant effect of Role-Play to the students' speaking skill of the Eighth grade at SMPN 2 Kalidawir.
2. Formulating alternative hypothesis (H_a), There is significant effect of Role-Play to the students' speaking skill of the Eighth grade at SMPN 2 Kalidawir.

E. Significance of the Study

The researcher hopes this study can give contribution both theoretical and practical:

1. Theoretical:

This research provides useful information and empirical significance about the use of role play activities in teaching English.

2. Practical:

- a. For the teacher, to apply the role-play technique in teaching speaking English in the classroom, so that students can practice speaking English skills more actively.
- b. For the student, to introduce and create a role play technique, so that they can speak English better, as well as practice English role play in their daily life.
- c. For the researcher, to improve the ability to teach as a better teacher in the future. And for other researchers, to use this research as a reference to conduct further research.

F. Scope and Limitation of the Study

To avoid possible misunderstandings and to clarify the research, the researcher made a scope and limited this research to find out whether using role play can effect the speaking skills to the Eighth grade students at SMPN 2 Kalidawir or not. And the Role-play material will be related to situations that are common or most often occur in students at SMPN 2 Kalidawir. Because the researcher will use a pre-experimental research design, the limitation of this study is that there is no comparison group to control for confounding variables that can contaminate the research results.

G. Definition of Key Terms

To avoid misunderstanding in terms and contents of the topic in this study, it is necessary for the researcher to define the key terms used in this study:

1. Speaking

According to Spratt and Williams (2005 : 38), “Speaking is almost the same with writing, because they are productive skill. In speaking, we produce speech while in reading we produce a text. Speaking involves speech in order to express meaning to other people”. That is why a person has a conversation with another person, namely to express meaning. Speaking requires participants, recipients, and messages as basic needs.

2. Role Play

According to Burden and Byrd (2010 : 156), “Role play is a student-directed activity in which students act out or dramatize particular situation, circumstance, or idea”. The teacher's role is to facilitate role play learning

and to lead the subsequent discussion. The majority of the class will be watching and analyzing enactments. As a result, the students act out various scenarios based on the topic covered in the learning activity.