

# CHAPTER I

## INTRODUCTION

There are seven sub-chapters explained in this chapter, comprising the research's background, problem of the research, objective, significance, scope, and limitations, as well as the formulation of a hypothesis and a glossary of the key terms.

### **A. Research's Background**

English has several skills including listening, reading, writing, and speaking. Of the four skills, the current focus is speaking skills. According to Nurhayati (2020a) the competencies include grammar, vocabulary, and pronunciation and the four components of English competency are writing, listening, speaking, and reading. Speaking is one of the symbols or ways to interact in language. According to Bashir et al. (2011) that a capricious vocal symbol that allows others from another culture to learn that culture for the sake of interaction and communication is a language. In communicating, language has several ways that can be used, one of which is by speaking. Speaking is a skill that we often use in real life. According to Brown (1983) said that in real life, students mostly assess speaking skills. Assessment of fluency and language mastery in English requires a criterion and a practice. Therefore, the ability in language skills is very important to learn to communicate well. According to Thombury (2015) the capability to convey something precisely, correctly also relevantly in a particular social context, as well as using creative and flexible language are the skills of speaking.

One reason is that children cannot speak English either at school or at home, either due to a lack of practice by teachers at school or the use of unsupportive learning methods. according to Nurhayati (2019) the integration of technology and information into routine human activities, such as conducting business, working, or studying, is one aspect of its use. And according to Paul (2007: 76) a child may read and listen to English at home, but there are very few speaking opportunities at home and this can be solved by giving the child plenty of speaking opportunities during learning. According to Nurhayati et al. (2016a) speaking fluently is one of the four English language abilities that causes the most difficulties for Indonesian students when teaching them the language. It can be interpreted that the implementation of speaking skills at school is very important. According to Iman (2021) allowing students to use English during the learning process at their convenience, can enhance the skills of speaking. Then according to Masoumeh (2017) one of the difficult forms of language learning is skills of speaking, because, foreign languages are the main factor so that students cannot express effectively. Therefore, student involvement in the learning process is very interesting if using learning methods that involve games as it can help minimize student monotony in process of learning.

The learning system in the previous study used Curriculum 2013 which is a structured learning center and has its own guidelines that focus on the development of nature, attitude and spirituality. In this curriculum, a teacher does not look much at the needs of students such as emphasizing what kind of learning students want, but teachers carry out the learning process according to the academic

abilities of students in general and structured. So that students cannot develop according to their needs and desires. It can be one of the factors for the lack of effectiveness in English classes at school which results in students lacking opportunities to learn English more adequately. In addition, a new curriculum has been established and has been widely implemented by various educational institutions called the *Merdeka* Curriculum, which has different objectives that allow teachers to process classes according to student abilities. Some of the characteristics and the goal of the *Merdeka* curriculum are creating flexible learning, developing soft skills and essential material (Sari, 2023). Therefore, the researcher conducts research on the students who are taught using the guidelines and rules of *Merdeka* curriculum and finding the gaps is also the purpose of this study.

Based on the learning outcomes of *Merdeka* curriculum phase D, speaking activities are one of the learning objectives by conducting oral tests. This is necessary in terms of interaction and communication. In its elements, listening and speaking have several indicators, including that students can interact with each other to swap ideas, activities, life stories, assumptions, and insights with teachers, peers and other in different contexts by employing basic sentence structure also verb tenses. According to Nurhayati et al. (2020b) the qualities of students, attitudes toward instruction, learning focus, digesting learning materials, investigating learning results, self-confidence, study habits, and drive to learn are examples of subjective elements that influence learning outcomes. So, a good educational goal can affect student learning outcomes.

The teaching techniques are a way or tool for a teacher to convey material to students. According to Sutomo (1993) teaching techniques are a device to help achieve the learning objectives, so the more effectively teaching techniques are used, the more successfully goals are achieved, in other words, the more successfully the learning objectives are achieved, the more effectively the teacher can select the appropriate technique based on the subject matter, students, situation, and teaching media. A teacher must have a learning technique that is selected to be used in the class during the process of learning. This facilitates learning to achieve the expected goals. According to Hoque (2016) choosing a teaching technique depends on what fits the needs such as educational philosophy, classroom demographics, subject area, and school mission statement. It shows that the technique we use must be in accordance with the circumstances that occur. It means that the techniques used by the teacher must be in conformance with the learning objectives and the student's requirements.

A teacher certainly has his own way of teaching his students, one of which is by using a learning technique, namely role play techniques. The role play technique has been widely used by language teachers who are considered capable of helping their students understand language lessons, especially English. According to Husien (2011) role play is a regulated action scenario delivered to students to enact speaking proficiency in a learning environment. Thus, it is hoped that role playing, that role playing can have a deep impression and be able to last a long time in students' memories in the form of an unforgettable joyful experience. Then another understanding as according to Komalasari (2011) role playing is a

technique of mastery of subject matter through developing creative imagination and student appreciation. Therefore, it is inferred that this technique is very suitable for studying English so students can practice more often by playing roles so that it is hoped that it can help improve speaking skills.

The researcher hypothesized that students may need interesting learning techniques, especially in English lessons to attract students' attention. In addition, students tend to like learning systems that are psychomotor rather than theoretical. The physical activity in this case is in the form of skills such as practice. Therefore, the researcher chose a learning technique that involves students to be active and can practice directly, namely by using learning techniques called role play that can get the students more interested in studying, especially in speaking classes.

According to Asriyani (2019) mentioned that the role play technique has an effect on teaching speaking. In this case the researcher used the post-test only control group research method. Then the same thing is also confirmed by research by Phan Thi Tuyet et al. (2022) the application of the role-play technique can have an impact on student in English speaking achievement. Here, the researcher used the pre-experimental as the research design method. Suryani (2015), also wrote the same thing, the results of her research stated the role-play technique affected the ability to speak, which by applying the technique students could more freely interact and communicate and the researcher used a different research method from previous studies, namely mixed methods. Next is an article by Pinatih (2021). Role play is one of the 21st century teaching strategies used in this study to help students become more proficient speakers. The study's findings demonstrate how role-

playing instruction can significantly enhance students' oral communication abilities in the classroom. Neupade's journal (2019) aims to ascertain whether role-playing techniques are beneficial for enhancing English speaking abilities. This research used an experimental approach namely pre-experimental research design using research instruments in the form of observation sheets and speaking tests. The findings of this study is that there is a significant difference between classes that are treated using role-play techniques and those that are not or it can be mentioned that the implementation of role-play techniques is very effective in speaking abilities. The last one was by Sari (2023) this study aims to ascertain whether speaking abilities may be enhanced through the use of the role-play technique. The pre-experimental research design approach is used in this study, and the data analysis results show that the mean post-test score is higher than the pre-test score. It is concluded that the application of role play techniques is effective in improving students' speaking abilities.

From some of the previous studies in this case, it is stated if the role-play technique is very effective for building speaking skills of student so that the researcher took the initiative to apply it to experimental research by using a different research design, namely true-experimental research design and different research subjects.

In this study, the researcher chose MTs Syaafiiyah Besuk Probolinggo as the object of the research. MTs Syafi'iyah is a private school located in one of the villages in Besuk sub-district, Probolinggo Regency and it is the schools that have implemented the *Merdeka* curriculum. In addition, the reason why the researcher

chose MTs Syafi'iyah as the object of this research is because the role-play method has never been applied in English learning activities and has not even been done by previous researchers. Therefore, this research aims on the role-play technique used by English teachers to determine if the mean scores of pupils taught using role-playing techniques differ significantly on their speaking skills.

In addition, the role-play technique has also been proven to be effective in speaking skills so that the researcher is interested in taking the title with the theme "The Effectiveness of the Role Play Techniques on Students' Speaking Skills in Grade Eighth of MTs Syafiiyah Besuk Probolinggo" to prove whether the technique is also really effective in students' speaking skills in grade eighth of MTs Syafiiyah Besuk Probolinggo. In doing so, the researcher used true experimental as the research design in collecting data.

## **B. Problem of the Research**

According to the background of this research, there is a formation of the problem of the research namely "Is there a significant difference in mean score of speaking skills between students who are taught by role-play techniques with those who are not?"

## **C. Research Objective**

According to the background and formulation of the research problem written above, there is a research objective in this study, to ascertain whether there is a statistically significant difference in the mean speaking skill score between

students who receive instruction through role-play techniques and those who do not.

#### **D. Research Significance**

1. Theoretically, this case can be used as an effort to develop and increase knowledge about the significant difference in mean score of the role-play techniques on skills of speaking in eighth class students of the MTs Syafi'iyah Besuk.
2. In practice, the purposes of this research are hopefully to be used as research material, application, evaluation, input and suggestions on the influence of teaching techniques used in English lessons.
  - a. For the teacher, it is hoped that they can contribute ideas or evaluation material that the technique of role-play can affect on skill of speaking on students.
  - b. It is anticipated of the students that they can be able to realize that speaking skills in English lessons can also be influenced by the Role Play technique.
  - c. To researcher, this research can increase knowledge about techniques of teaching that are expected to become prospective educators, and understand that the role play technique can affect on students' speaking skills in English lessons.
  - d. For the general public, it is expected that this research can be used as a information sources, citation and knowledge to understand that



the role play teaching technique can influence on speaking skills of students.

#### **E. The Research Scope and Limitation**

This research has a scope of eighth grade students of the MTs Syafi'iyah Besuk, especially the 8th grade student's class A and B. This lesson focuses on teaching applying the techniques of role-play in the class of speaking. The limitations in this problem are made to avoid the opportunity of expanding the research discussion, the researcher provide limitations in this case which can be explained as follows:

1. The teacher uses the Role Play techniques in eighth grade English lessons.
2. The researcher used two types of tests, namely pre-test also post-test to determine the difference of significant in the mean speaking skill score between students who receive instruction through role-playing techniques.
3. Student learning outcomes from tests given by the researcher are in accordance with the lesson that has been presented by the teacher
4. The subject and place of this case were the students in eighth-grade of the MTs Syafi'iyah Besuk.

## **F. Formulation Hypothesis**

From the research objectives, the hypothesis are:

1. Null Hypothesis (Ho): there is no significant difference in the mean scores of speaking skills between students taught with role-play techniques and students not taught with role-play techniques.
2. Alternative Hypothesis (Ha): there is a significant difference in the mean scores of speaking skills between students taught with role-play techniques and students not taught with role-play techniques.

## **G. Definition of Key Terms**

1. Role-Play

Engaging in role-play is an educational practice that shouldn't scare pupils because it creates realistic situations from real life, Dananjaya (2013). It is possible to explain that role play makes students able to embody a situations or characters with realness or totality.

2. Speaking

Speaking is a common social activity that involves meaningful interaction. According to Erwadi (2004:7) The ability to communicate in the target language is a must for pupils because speaking is a very hard and special talent to cultivate, particularly for those learning a foreign language.

### 3. Speaking Class

Speaking class means being able to speak in front of the class confidently and not embarrassed. This activity is connected to the learning activity in the classroom. Here, students can interact with their peers or with the teacher.