

# CHAPTER 1

## INTRODUCTION

This chapter included Background of The Research, Formulation of Research Problem, Objectives of The Research, Significance of The Research, Scope and Limitation of The Research, Definition of Key Terms and Hypothesis.

### **A. Background of The Research**

English has been recognized as one of the languages used by many people to communicate with other people from various countries. It cannot be denied that in International Relations the ability to communicate in English is a precious value. Moreover in the current era, English is considered an important language to learn. English language skills are very important to be able to participate with many people around the world. Mastering one of the languages this international make access easier to gain knowledge.

To improve speaking skills, roles teaching speaking in Indonesia is very important to achieve communicative competence. Indonesia government committed the quality of national education by increasing the quality of students, teachers, curriculum, facilities and school management for facing globalization eras (Muslich, 2007: 11). As a Foreign Language in Indonesia, English also has another impact on students' speaking practice. According to Bailey (2005: 54) "A Foreign Language (FL) context is one where the target language is not the language of communication in the society". It means that in everyday life English is not used to communicate. As a result, students have little opportunity to practice Language

Students have to develop their communicative skills, produce and interact with language in all aspects of their daily conversations, students are also expected to be able to use

English from an early age. According to Louma (2004) in language teaching, speaking skills are an important part of the curriculum applied. Speaking is used for many things that serve different purposes. Any possible purpose for expressing or exchanging arguments, for persuading someone about something, for requesting or clarifying information and especially for making social contact with people. In other words, speaking is an important skill used to communicate with others. Almost all students in other countries, including students in Indonesia also learn English to develop their speaking skills. If Students want their speaking skills to be better, it is not sufficient if they only learn words, phrases and grammatical features. Concerning to this fact makes a teacher think that speaking skills must be improved and mastered by students.

There are certainly many techniques that can be applied, including Role Play to encourage students to participate actively in the teaching and learning process. Several studies related research results previously showed positive results and stated that this technique was effective for use in teaching speaking. This technique also provides opportunities for student to practice in depth social communication context. In other words, the techniques are utilized to find out the use of English and to acquire and fluency in speaking. This is very important to emphasizing that using Role Play is one of the techniques to achieve goals of encouraging students to be active in using English, especially for proficient in speaking English. It is supported by the opinion of Djamarah and Zaini (2006: 89) which suggests that One of the advantages of the model role playing is the spoken language of students which can be built into language which is easy for people to understand other. Thus, through the model perceived role playing learning can be the right way for students to learn and practice talk and communicate with assessing aspects of speaking, express feelings through movements as well

as facial expressions, so skills talk and communicate students more increasing.

A research on the use of Role Play techniques to improve students' speaking skills in elementary schools was conducted at the Al-Hadaf girls' elementary school in Babylon City, Iraq. The results showed that the average post-test score of the experimental group was higher than that of the control group, which indicated that role-playing was more useful than the lecture method in teaching speaking.

Application of Role Playing for Primary School students in Iran, research in Mid-level EFL students in Iran, point out that there is an increase in students' speaking skills. In addition, studies with the same topic held in Indonesia have similar positive things result.

Based on the previous studies above. It can be concluded that Role Play has an effect on students' speaking skills. Therefore it is important to research whether Role Play can be effective towards students' speaking skill. Based on these reasons, Researcher is interesting in conducting research that be carried out students' speaking skill by using Role Play. As a technique to help students more so that students' speaking skills increase.

## **B. Formulation of Research Problem**

Based on the background above, the Researcher formulates a research question as follows:

*“Is role play effective towards students' speaking skill at Eighth Grade of MTs PSM Tanen Rejotangan?.”*

## **C. Objectives of The Research**

In accordance with the formulation of Research Problems above, in essence The purpose of the study is to get empirical evidence about effectiveness of Role Play on students' speaking

skills at Eighth Grade of MTs PSM Tanen Rejotangan. The Researcher also wants to know more about the Role Play process in teaching students' speaking.

#### **D. Significance of The Research**

The study of this Research is expected to practically provide people with useful information and relevant recommendations, they are;

1. For the Teachers, the results of the study are expected to be useful input and suggestions in teaching speaking.
2. For the Students, the results of this study will help also provide opportunities for students to learn actively and communicatively, in addition to motivating students to speak English, so as to improve their speaking skills.
3. For the future Researchers, hopefully this Research can add new insights and knowledge to Readers and can be a reference for similar Research.

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

The limitation of this Research is to test The Effectiveness of Role Play towards students' speaking skills of Eighth Grade at MTs PSM Tanen Rejotangan.

#### **F. Definition of Key Terms**

In this section, there are several explanations regarding the tittle mentioned in previous section. The title is "The Effectiveness of Role Play towards Students' speaking skill." To avoid misunderstandings from readers, it is important to define the following key terms:

1. "Effect means a result or condition produced by a cause, something that happens when one thing act and another" (Longman, 1978: 79). In this study, effect defined as a result of teaching speaking by using Role Play.

2. Role Play is a simulation of people's behavior being played, in the sense of pretending to be someone else, which aims to train students in facing the real situation; practicing language practice intensively orally; and provide opportunities for students to develop communication skills.
3. Speaking Skills is one of the four language skill that are employed in daily life. Speaking skills are very important in the learning process.