CHAPTER I
INTRODUCTION

This chapter presents about background of the study, formulation of research problem, objectives of the research, significance of the research, scope and limitation of the research and definitions of key terms.

A.   Background of the Study

Language serves as a medium for communication that motivates students to meet their objectives in learning a foreign language. The most crucial skill that students need to develop is speaking. In communication, someone or more individuals speaks excellent listening is a prerequisite for excellent speech Harmer (2001). This is because speaking usually involves some component of listening. Speaking is a universal activity that plays a significant role in our everyday lives. Speaking is the most challenging of all the English abilities, and learners have a hard time mastering it. In Suryani (2015), Brown states that speaking is an interactive process of constructing meaning which involves the production, receiving and processing of sounds as the main instrument. Meanwhile, Cameron states that speaking is used to express meaning so that other people can understand it. In other words, speaking is an important skill used to communicate with other people.

One of the students' strengths in learning English is speaking the language. This can not only be obtained by formal education students but also by students who take informal education such as English courses. Currently, acquiring speaking skills is very important. There are two reasons that make it important. The first is for academic purposes.

Many educational institutions are starting to use English as a means of communication to present or transfer any subject, especially English subjects. It can be seen that speaking skills are important to apply in this field. The second is for career purposes. The key to success in many areas of life, especially in the workplace, is effective communication. Numerous firms want employees with strong communication skills in addition to those with strong subject-matter expertise. Speaking becomes the most important ability in the teaching and learning of English as a result of this circumstance.

In the practice of teaching speaking, teacher found several problems that affects the learning goals of teaching speaking. One of the many influencing students' English speaking abilities is confidence. Many students have good knowledge in language, but they are still lack in their speaking skills because of confidence in speaking. To solve that problem, teachers use a variety of exercises and tactics to help students improve their speaking abilities while also boosting their self-confidence. One of tactis that can support and usually can be used by teachers is Role play. Role play is a classroom activity that instructors frequently used and promotes. A classroom exercise called role play gives students the opportunity to practice speaking by having them pretend to be someone in a predetermined circumstance that is put up to resemble a genuine one. Employing role play as an approach helps the participants develop and improve their communication skills especially their English speaking skill in a fun way and they were given an equal opportunity to express their knowledge and ideas using the English language. It also boosts their self-confidence in dealing with other people and it helps them react accordingly in a particular situation (Ampatuan, Jose, 2016). In this study, students of Mentari program has been improved their ability to

speak English using role play activity. They can be more freely to express their English speaking skills in a fun way and without any fear.

The researcher also took some relevant studies that have been done by other researchers. In the previous studies most of the researchers and experts only focused on certain thnings. For the example as follows: The studies by Suryani (2015) and Samsibar & Naro (2018) only focused on the effectiveness of role play in teaching speaking. There are also studies by Widiarti (2021) and Sari, Mulyadi & Theriana (2020) that discuss about teachers' perceptions of role play. Meanwhile on the another researchs, that has been done by Nikmah & Zam Zami (2019), Ma'rifatus (2020) and Aulia (2019) the researchs only focused on the implementation of role play to improve students speaking skill.

From the explanation above, the use of role play in English speaking class has not been studied thoroughly, especially the implementation of role play from the perspective of students' views. The difference in this present research is the researcher only focuses on students' views on the implementation of role play towards speaking practice at English class. That is why this research entitled: "The Implementation of Role Play in Speaking Practice for Mentari Program at Fajar English Course Pare: Students' Views"

B. Formulation of Research Problem

Based on the background of the study above, the research problem is formulated as thefollowing:

1. How is the students' view on the prosedure of role play in speaking practice for Mentari program at Fajar English Course Pare?

2. How is students' view on the advantages of role play in speaking practice for Mentari program at Fajar English Course Pare

3. How is students' view on the disadvantages of role play in speaking practice for Mentari program at Fajar English Course Pare?

C. Objective of the Research

In connection with the research problems of this study, there will be several research objectives that can be formulated as follows:

1. To describe the students' view on the prosedure of role play in speaking practice for Mentari program at Fajar English Course Pare.

2. To describe the students' view on the advantages of role play in speaking practice for Mentari program at Fajar English Course Pare.

3. To describe the students' view on the disadvantages of role play in speaking practice for Mentari program at Fajar English Course Pare.

D. Significance of the Research

The results of this study are expected to provide practical benefits to:

1. For Students

    The result of this research can help students at their English speaking skills and their confidence in expressing their ideas.

2. For Teachers

    The result of this research can be used as a teaching reference for teachers so they can vary their teaching

techniques. Teachers can teach students more effectively and fun, so students can express their ideas when speaking English freely.

3. For the Other Researcher

This research can be used as reference for a similar research and as stimulation for other researcher.

E. Scope and Limitation of the Study

The scope of this research was conducted on 6 male students of Mentari program students at Fajar English Course Pare which have been selected by researcher using teacher's assessment of all levels (highest, medium and lowest). The limitation of this study is that the researcher only focused on those 6 students' views about their experiences of the implementation of role play towards speaking practice in English class.

F. Definition of Key Terms

1. Role Play

Budden (2006) says that role-play is any speaking activity when you either put yourself into somebody else's or put yourself into an imaginary situation.

2. Speaking Skill

Brown (1994) explains that speaking is a process of communication between or among speakers who intend to produce meaning, receiving and processing in formation.