**CHAPTER I**

**INTRODUCTION**

This chapter presents background of the study, formulation of the research problems, purpose of the study, significance of the study, scope and limitation of the study, definition of the key terms and organization of the study.

1. **Background of the Study**

Nowadays English has become an international language in the world and it plays very important roles in some aspects of human life. According to Crystal (1995:106) that most of scientific, technological, academic information in the world are expressed in English and more than 80% of all information stored in electronic retrieval system is in English as well. In Indonesia, at education field, it is the first foreign language that has been taught from elementary schools to university levels as well. It is taught as a compulsory subject at junior and senior high school. It is also taught as a local content subject at the elementary schools.

The long period of the students learning process for this subject, it is since elementary school to senior high school or moreover, till university level, does not guarantee that the students are able to use English in active skills, those are speaking and writing. Whereas According to the 2006 curriculum, the aim of the teaching of English as foreign language in Indonesia, particularly at Junior High School level is to develop the students’ competence in communication in the form of oral and written in achieving functional literacy level.

Based on the 2006 curriculum above, it is clear that the goal of teaching English at Junior High School is to develop the students’ ability to use English in spoken and written forms. To achieve this goal, the English teaching is directed toward the development of the students’ competence in all language skills, namely listening, speaking, reading and writing.

Many English teachers have to teach mainly grammar, vocabulary and reading skill because these areas are tested in examination. This means that speaking is a neglected language skill in many classrooms. Students may have a good knowledge of grammar, a wide vocabulary and understanding reading text: they can use this knowledge to pass examination, but they find it more difficult to speak English outside.

So, why it important for students to learn to speak English and for teachers to learn to teach speaking?

Speaking is one of the most important skills among those four skills. It is one the four language skill which should be developed in teaching English because according to Hudge (2003:26), learning speaking is very important for student. For many students, learning to speak in English is priority. They may need this skill for a variety reasons such as for exchanging information or influencing people. Rubin and Thomson (1982:27) stated that the main goal of studying foreign language for most people is to be able to use the oral language.

More and more educators, governments, ministries of education and employers needs people who can speak English well. Companies and organization want staff who can speak English in order to communicate within the international market place. Students can speak English well and may have a greater change of further education, finding employment and gaining promotion.

Speaking English well also helps students to access up-to-date information in field including science, technology and health. Good English speaker will be in a strong position to help their countries’ economic, social and political development. So by learning to speak English well, students gain a valuable skill which can be useful in their life and contribute to their community and country.

Success of teaching speaking is much influenced by non-linguistic factors, such as teacher’s method, facilities, environment etc. If these factors are not given much attention, it can influence the success or failure of students in learning speaking. As the researcher’s finding base on the preliminary study conducted at the first year students of Islamic Boarding School of Al Kamal Kunir Wonodadi Blitar. It was found out that there were some problems faced by the teaching learning speaking process. Firstly, the teacher less have appropriate technique in teaching speaking. Secondly, students less get the opportunity to practice the target language directly and the English teacher gave them only the theory of the target language and some vocabularies, so most of students get difficulties to use English orally in the classroom or moreover out of the classroom in their daily activities whereas that language needs practicing. Practice makes perfect. Thirdly, the students less get the examples or models how to use the target language orally correctly because however that their mother language is not English so in order that the students less get mispronounce of English words and the use of word choice is not suitable, they need some correct examples and good models from the teacher. Fourth, most of them were passive and irresponsive during teaching learning process in the English classroom it’s because they feel confused to find the idea about what to talk. And the last there were rarely direct interaction from the teacher toward the students or the students toward the students.

There are some factors that might be the cause of the unsatisfactory result of the teaching and learning speaking. Firstly, students have limited vocabulary mastery to express their idea in the target language. Secondly, the students only get the theory of language without being accompanied by practicing it. Thirdly, students less gets the idea what to talk. And next, the students are afraid of making mistakes in their learning.

 At glance about Al Kamal Islamic Boarding School, it is language area boarding school. The legalized languages among students of Al Kamal Islamic Boarding School for communication are Arabic and English. But Arabic is still priority. But the functionaries of Al Kamal Islamic Boarding School always provide a special opportunity for the students to use English in their daily life but the result is far from the functionaries expect. The students of Al Kamal Islamic Boarding School are provided full chance to use the target language out of the classroom.

Therefore, the researcher is interested in improving student’s speaking skill in Al Kamal Islamic Boarding School Kunir Wonoadi Blitar. Students should be encouraged to use the language orally to communication ideas, feelings, and opinions without much guidance. Students should be taught by using a technique that is more refreshing, causing no boredom, and has not been done before. In this case, the researcher would use role-play technique in teaching speaking.

The researcher hope learning English through role-play technique should be interesting, relaxing, enjoyable, educating and encouraging students to speak up. According to Harmer (1998:52), a good context of learning should be interesting the students although it does not mean that the context that the students see or hear to be wildly funny or incredibly inventive, but the students should at least want to see or hear the information. Roestiyah (2008:93) stated that the technique of role-play is very effective, because in role-play the students can appreciate others, feelings, learn how to share responsibility, learn how to make a decision in group spontaneously and stimulate the class to think and solve the problem. Besides, role-play technique can be used not only in teaching speaking, but also other skills as well: listening, reading, and writing. They can also be used teach a variety of language matters such as vocabulary, pronunciation, sentence patterns, etc.

Based on the background above, the writer makes a Classroom Action Research entitled “Improving Speaking Ability of The First Year Students of Al Kamal Islamic Boarding School by Using Role-Play Technique”.

1. **Formulation of the Research Problem**

Based on the explanation in the background, the writer formulated the problems of study as follows: “How can the improved Role-Play Technique improve the students’ achievement on speaking skill at the first year students of Al Kamal Islamic Boarding School Kunir Wonodadi Blitar?”

1. **The Purpose of the Study**

In line with the statement of the problem above, this classroom action research is intended to find out how can the improved Role-Play Technique improve the students’ achievement on speaking skill at the first year students of Al Kamal Islamic Boarding School Kunir Wonodadi Blitar.

1. **Significance of the Study**

The result of this study is greatly significant, it can be meaningful for the teachers, students and other researcher.

1. For the English Teacher at Al Kamal Islamic Boarding School Kunir Wonodadi Blitar, where the study was conducted, the reflection of this study can solve his teaching problem in the English class. This study can be functioned as reference to improve his teaching and constructing more appropriate teaching techniques especially communicative learning, with this result of the study. He may develop other teaching technique more effective, efficient and enjoyable.
2. For other English Teachers, the finding of this study can be taken into consideration that it is necessary to use appropriate teaching technique to improve students’ achievement on speaking.
3. For the students. They can improve their achievement on speaking skill, and they get experiencing. The experiencing how to master English faster.
4. For the researcher. It can be used as reference, valuable source to conduct further research of the same aspect of study.
5. **Scope and Limitation of the Study**

The scope of this study is focused on improving the first year students’ achievement on speaking skill in English Classes at Al Kamal Islamic Boarding School Kunir Wonodadi Blitar. This class chosen because in the observation conducted by the researcher, it was found out that the students of this class was lower compared to other classes especially in speaking. The students are passive in speaking class, loosing attention to the lesson, so they are depressed if the teacher asks question, and loosing courage to speak English in front of the class. The choice of the technique, which is role-play technique, is based on the appropriateness with the instructional objectives, the appropriateness with the level of the students, availability, and quality. Besides, this research was focused on the way to improve the student’s speaking ability by using role-play techniques.

1. **Definition of the Key Terms**

The key terms of the study are used in order to avoid misunderstanding and misconception. Those key terms are defined clearly as follows:

* 1. Speaking skill is ability to convey thoughts, opinions, and emotions orally in English.
	2. Improving speaking skills is the student’s improved speaking skill in terms of their proficiency in producing English sentences as indicated in the criteria of success.
	3. Role-play is a teaching technique where the students get tasks from tutor to dramatize a social situation that contains a problem.
1. **Organization of the Study**

To make a good thesis, it needs to be arranged systematically. The organization of the thesis covers the following chapters.

Chapter I: Introduction

It consists of: background of the study, formulation of the research problems, and purpose of the study, significant of the study, scope and limitation of the study, definition of the key terms and organization of the study.

Chapter II: Review of Related Literature

It consists of: Language skill, speaking skill, objectives of teaching speaking, and the strategy for developing speaking skill, and the elements of speaking skill, the problem of teaching speaking, and role-play technique.

Chapter III: Research Method

It consists of: research design, setting and subject of the study, procedures of the study, planning, implementing, observing, and reflecting.

Chapter IV: Finding and Discussion

 It includes of the result of the study

Chapter V: Conclusion and Suggestion

 The writer presents the conclusion of this research and gives suggestion.