

CHAPTER I

INTRODUCTION

This chapter discusses some points including background of the study, statement of problem, purposes of the study, significance of the study, hypothesis, and definition of the key terms.

1.1 Background of the Study

Nowadays, mastering English is one of factors that can determine peoples successfully in study, career or business. However, there are many of obstacles to be good in English. For people who want to have good competence in communicating using English, they must learn all aspects in English earlier such as pronunciation, grammar, vocabulary, fluency and comprehension. Besides, people must build self-confidence bravery in speaking English. Those can be used as the important aspects to get the successfulness in speaking English. According to Brown (2000), there are four language skills that must be mastered in learning English including listening, speaking, reading and writing. Between those four skills of language, speaking is one of the most essential components of language, because it is basic function of language as a communication instrument.

Speaking is the process of communication or interaction with other people in order to communicate each other. Through communication, people can access the information and have a good relation in daily life. Thornbury (2007:1) states speaking is so much a part of daily life that we take it to grant. It means, by speaking people can express their ideas and purpose orally to the listeners, because of that learning speaking of foreign languages need more practice. On the other hand, speaking skill is one of language skills that must be mastered by any foreign language learner. English speaking skills also very prominent for the students because English speaking skills is very needed in global communication at the world. As we know that English used as international language, it becomes the reason why people is competing to master English as communication tool in this globalization era. Good speaking activities should be extremely engaging for students (Harmer, 2007:123). In teaching speaking, the teacher must be able to make interesting topic and apply the suitable technique. The aims are to make the students more interesting and also to avoid boredom in learning English. According to Nunan (2003) speaking is the important skills for students. It consists of producing systematic verbal utterances to

convey meaning”. Firstly, by learning speaking, the students will know the way to express language communicatively. Secondly, the students will learn how to express utterances meaningfully. Finally, it also leads them to make interaction in the society by using the language.

There are many problems in learning speaking skill (Buzanni:2008) include: (1) the limited opportunities for the students to speak in class, (2) the lack of variation of teaching techniques used by the teacher in class, (3) the teaching strategy application was monotonous that made the students bored and disinterested in studying English. Considering those problems, one of techniques that the teacher can apply in teaching speaking is role play. To improve students speaking skill, teacher should find the appropriate technique of teaching speaking. It means that teacher plays an important role to create interesting teaching and learning process. In this research, the researcher would like to choose role play to solve the problem of speaking. Harmer (2007) says that role play can stimulate the students in real world and it gives learners an opportunity to practice communicating in different social contexts and different social roles. Besides that, teaching speaking using Role play gives the opportunity to the students to explore their ability to be more active in teaching and learning process. The students have the chance for stimulate their speaking skill and they can easy for perform in the front of the class. In other words, role play help the students to improve their speaking skill (Kristiawan:2014).

There are some studies related to the implementation of Role Play on students speaking skill. The first previous study was conducted by Y Yuliana et all (2014) entitle “The Effect of Role Play Toward Students’ Speaking Skill (an Experiment Study at Grade XI IPA High School 1 Batang Anai, Padang Pariaman Regency, West Sumatera, Indonesia)”. The design is using quantitative approach. Quantitative data will collect through speaking test. The aim is to know the effect of role play toward students’ speaking skill at grade XI IPA of high school 1 Batang Anai, Padang Pariaman regency, West Sumatera, Indonesia. The sample of the research is to apply role play in students Senior High School. So, the research here will conduct his study using role play in speaking skills with different level that is Junior High School especially in SMP MUHAMMADIYAH 11 SUKODADI. The second previous study is by Faqiq, Dian. (2017) entitle “The Use of Role Play in Speaking Activities For the 8th Grade Students of SMP NEGERI 1 SLEMAN”. The design is using Classroom Action Research Design (CAR). The result and discussion showed that the use of role play in this class can increase their motivation in speaking English. The students showed some improvements in every cycle during the

implementation of role play in class. Therefore, a role play becomes an appropriate technique in speaking activities for increasing student's motivation to speak in English.

The researcher does this study according to previous study by Sunardi, Z and Eni R (2013) entitle "Teaching Speaking Ability through Role Play". The design is using quantitative design. The aim was to know whether role play can increase the students' ability in speaking of tenth grade. In the previous research, there are some problems in fluency and pronunciation because they were lacked of vocabulary, hesitation to develop interaction, and intonation and they lack of preparation. Meanwhile, use this techniques can make students more active in expressing their performance, develop their creativity, improve courage and confidence and improve the students' motivation in learning process.

From the previous study, researcher know the advantages and disadvantages of the previous study, that way the researcher do this researcher again because she wants to increase students speaking skill especially in fluency aspect with different steps using Role Play technique.

Based on the statement above, the researcher assumes that applying role play technique is effective toward the students speaking skill because it gives students more chance to practice and gives more opportunities to the students to make turn in speaking during the times allocated. The writer implement for Junior High School especially for grade VII because in this school when the teacher teach speaking she/he only use LKS as media and do not use other technique, so here writer would like to introduce the technique can use to teach speaking class that is Role Play. Besides it the writer show that learning English is not difficult as they imagine and writer would like to give new atmosphere in learning by giving interesting activities. The researcher thought that role play are combination between language and fun. The students can practice and express their idea because they do activities with their friends. The researcher wants to know whether the use of role play is effective or not in teaching speaking. So, the researcher is interested to conduct research to see the effectiveness of using role play technique toward the seven grade fluency students speaking skill at SMP Muhammadiyah 11 Sukodadi.

1.2 Statement of the Problem

From the argument described earlier, the problem of this research can be formulated as follow:

Does Role Play give significant effect on students' fluency for Junior High School of SMP Muhammadiyah 11 Sukodadi?

1.3 Purpose of the Study

The purpose of this study is to find out the significant effect on students fluency in speaking skills taught by using Role Play.

1.4 Significant of the Study

The study has some benefits that can be defined into:

1.4.1 Practical Significance

The researcher hopes this study can help English teacher to decrease problem of speaking ability and find the strategy to improve speaking skills and for the students through this study, they can improve their motivation to learn English, especially speaking. The last, for other researchers, this study can enrich their references if they want to conduct a research for the same related topic.

1.4.2 Theoretical Significance

Theoretically, this study provides contribution in giving knowledge of the way to improve speaking skills and get useful experience during this study to students' grade VII Junior High School Muhammadiyah 11 Sukodadi.

1.5 Scope and Limitation of the study

In order to make this study more specific, the researcher determines scope and limitation which focuses on the students of students' grade VII Junior High School Muhammadiyah 11 Sukodadi about "the effect of Role Play for English students speaking". The limitation of this study is speaking ability focuses on fluency aspect of conversation transactional and interpersonal about asking and giving service, asking and giving things and asking and giving fact.

1.6 Hypothesis of the study

In order to answer the research question, the following hypotheses are proposed: the null hypotheses (H_0) and the alternative one (H_1). If the null hypotheses is rejected so, the alternative one will be accepted.

H_0 : There is no significant effect on fluency students speaking skill taught by using role play at VII grade students of SMP Muhammadiyah 11 Sukodadi.

H_1 : There is significant effect on fluency students speaking skill taught by using role play at VII grade students of SMP Muhammadiyah 11 Sukodadi.

1.7 Definition of Key term

Some operational definitions are given to avoid misunderstanding from the readers. The key terms are operationally defined as follows:

Speaking is how the way students express their feeling with the right component of speaking skills for students Junior High School by using Role Play method.

Role play is successful tool or one of the techniques could be used to increase students speaking skill in Junior High school SMP Muhammadiyah 11 Sukodadi.