

## **CHAPTER I**

### **INTRODUCTION**

This Chapter presents The Background of The Study, The Statement of the Problems, The Objective of The Study, The Hypothesis of The Study, The Significance of The Study, The Scope and Limitation, and The Definition of The Key terms.

#### **A. THE BACKGROUND OF THE STUDY**

English as a foreign language in Indonesia is taught at Senior High school (SMA/MA) as a compulsory subject. The implementation of English teaching at present is based on the Content Standard. Its target is to have the students reach an informational level of literacy. It means that the students are expected to be able to access knowledge by using English (Depdiknas, 2006). Speaking will make students to understand all informations using English, oral and written English can be ununderstood by Senior High School Student, when they master English skills, speaking.

In fact, the English instruction in some Senior High Schools does not demonstrate a satisfactory result. Many students fail to reach the goal of the English teaching. They are not able to communicate with the language either orally or in written form although they have learned English for many years (Lestari, 2000:27). Many of the learners in a speaking class are reluctant speakers. this reluctance is partly due to their prior learning experience. Many of them were educated in a large class in

schools situated in noisy neighborhoods where opportunities to speak are severely limited. Others were taught in schools where speaking was simply not encouraged.

We are going to know the fact that this failure is caused by many problems during the instructional process. The problems of English teaching seem to be of particular importance. They have become interesting topics to discuss and analyze, especially those who are directly involved with the teaching of English. However, the most important thing is that we, as the English teachers who are directly involved with the instructional activities, must try to look for the best solution to overcome the problems in order to reach the target of the teaching of English.

Learning English means learning language skills and English components, language skills is listening, speaking, reading, and writing. English components is grammar, vocabulary, pronunciation. Among four language skills, speaking is the most important one, because speaking is the way to communicate our ideas to others especially in education field, speaking is the measure of one's English ability, others will assess it from speaking ability, in job, often requires English active as main requirement to applicants, so mastering speaking is compulsory to get good job.

Speaking consists of producing systematic verbal utterances to convey meaning ( utterance are simply things people say ). Speaking is an

interactive process of construing meaning that involves producing, receiving and processing information.<sup>1</sup>

O'Malley and Pierce (1996) say that speaking seems to be an important skill that a learner should acquire. It is very important in order to enable students to communicate effectively through oral language because the disability of the students to speak may lead them to be unable to express their ideas even in a simple form of conversation. In addition, Burn and Joyce (1997: 54-55) state that one of the aims of most language programs is to develop spoken language skills and most programs aim to integrate both spoken and written language. Learning a language means using it in communication in oral or written form, and being able to express feeling, thoughts, and experiences in various contexts. Lado (1964: 51) states that to know the language is to use it. He further states that students do not know a sentence until he can speak it.

Based on the preliminary study conducted at SMA Islam Gurah, the researcher found out some problems related to the instructional activities in this school. Those problems are that: 1) the students have low speaking ability; 2) the students have low motivation in learning English. Based on the explanation above we have known the reality in learning English especially for first year of SMA Islam Gurah. The researcher will implement role-playing technique in order to improve students' speaking skill.

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<sup>1</sup>Kathleen M Bailey Series Editor : David Nunan, *Practical English Language Teaching. Speaking* ( Singapore: The Mc Graw-Hill Companies, 2005 ), 67

Comparing to other techniques, role-play seems the most interesting one for the students. In role-playing technique, the students act or pretend to be someone else in the actual world situation that is brought into the classroom. Utilizing the technique, peer learning is also encouraged and sharing of responsibility between the teacher and the learner in the learning process takes place. Besides, for the shy learners, for instance, role play helps them by providing a mask where learners with difficulty in conversation are liberated.

Role-playing technique is one of the strategies to teach speaking skill to the students. Huang (2008), in her study, concludes that role play is really a worthwhile learning experience for both the students and the teacher. Not only can students have more opportunities to "act" and "interact" with their peers trying to use the English language, but also students' English speaking, listening, and understanding will improve. Role play lightens up the atmospheres and brings liveliness in the classes. Students learn to use the language in a more realistic, more practical way. Thus they can become more aware of the usefulness and practicality of English. Role play is indeed a useful teaching technique which should be experimented and applied by ESL/EFL teachers more often in the ESL/EFL classrooms.

Role-play is a teaching strategy that fits within the social family of models ( Joyce and Weil, 2000 ). These strategies emphasize the social

nature of learning and see cooperative behavior as stimulating students both socially and intellectually.

Based on the theoretical background and the findings of some previous studies about the effectiveness of role-playing, the researcher chooses this technique to be used to improve the speaking ability of the first year students of SMA Islam Gurah. This technique is chosen to improve their speaking competence since it provides the students with practices in using English and encourages them to make use of the language naturally.

## **B. THE STATEMENT OF THE PROBLEMS**

Based on the background of the study above, the researcher tries to describe students' speaking skills through role-playing for the first year students of SMA Islam Gurah. so the problem, How can the role-play improve students' speaking skills for the first year students of SMA Islam Gurah ?

## **C. OBJECTIVE OF THE STUDY**

From the previous discussion in the background of the study, the writer finds out that using role-playing in teaching speaking is quite effective. Therefore, the writer would like to know "the improvement of students' speaking skill through role-play technique".

#### **D. THE SIGNIFICANCE OF THE STUDY**

The result of the study is the research that can be useful for many people like the students, the teachers and the researchers. then the study can be useful for the school too.

##### **1. The Students**

The result of this study is expected to help the students solve the problems in speaking like 1) the students have low speaking ability; 2) the students have low motivation in learning English.

##### **2. The Teachers**

The result of this study is expected to give practical contribution to the teaching of English. It is hoped that the use of role-playing technique will be profitable source to the English teacher as a reference of using role-playing technique to improve the students' speaking ability and a valuable technique for teaching speaking to be applied in the classroom. the findings of this study will be the procedures or guidelines in implementing role-playing technique so other English teachers in different school can implement the strategy to teach their students

3. The Researchers

The result of the research for the researcher hopefully can be useful as input for next research and it is very valuable experience to apply on the next research.

4. The School

The result of the research is very important for the school to improve the quality of English education and then increase the quality of the school because it is successful in teaching-learning process through role-playing strategy.

**E. THE SCOPE AND THE LIMITATION**

The study is to describe the process of English speaking class at SMA Islam Gurah. the study focuses on the strategy that chosen by the teachers in improving the speaking skills of the first year students of SMA Islam Gurah. moreover the study is limited to the first year student. the first students are new students, so they more interest and anthusiastic, the first students will be curious when they get something new, just like role-playing method, so they will try it. the scope is focuse how role-playing can improve the students' speaking skill for the first year students of SMA Islam Gurah.

## **F. THE DEFINITION OF THE KEY TERMS**

In this research, the writer takes improving the students' speaking skill through role-playing for the first year students of SMA Islam Gurah. the definition of the key terms as follow :

1. Improving.

Improving is an effort to make something becomes better or higher quality. And another definition is try to make a change on ability in order to make it better.

2. Speaking Skill.

Speaking Skill is a skill in producing sound or utterances in order to express ideas and make relation toward others in communication.

3. Role-Playing.

Role-Playing is act or pretend to be someone else in the actual world situation that is brought into the classroom.