

CHAPTER I

INTRODUCTION

A. Background of The Study

In Indonesia, English is adopted as the foreign language. It involves into education curriculum that every school runs. It becomes a local content in elementary school, a compulsory subject in junior high school and senior high school and complementary subject of the higher education institution. This is because of the situation we are facing now; globalization era, which is very competitive. In learning English language, learners need to master four language skills. Those are listening, speaking, reading and writing. Listening and reading skills are regarded as receptive skills while speaking and writing skills are considered to be productive skills.¹ The four skills are all important. However, of all the four skills, speaking seems intuitively the most important.²

Speaking is one of language skills. It is a part of productive skill. It is very important to learn speaking because we need to practice it in our educational environment, especially in English lesson. In many situations productive skill can only continue in combination with the practice of perceptive skill. Productive skill work is a way for helping students with their perceptive skill. When they have tried to speak within certain genres, they are

¹ Harmer, Jeremy, *The practice of English Language* (New York: Longman, 1989), 16

² Penny Ur, *A Course in Language Teaching*, (Cambridge: Cambridge University Press, 1996), 120

better accustomed to understand other people speaking in the same context. As a productive skill, speaking is the most difficult one. The reason is the speakers must enrich their words and try new words to communicate with other people. For most people, mastering the art of speaking is the single most important aspect of learning a second or foreign language and success is measured in terms of the ability to carry out a conversation in the language. In terms of dealing with students talking time, the teacher must concern with the developments of students-to-students interaction. This section specifically intends to discuss classroom activities that aim at encouraging communication or interaction between students. Discuss in the classroom is the example of the way to getting students talk to each other, it is to stimulate information transaction.

Julian Edge said: Since British trade, followed by colonial and imperial expansion, English spread around the world. Then the military and economic dominance of the United States of America has confirmed English as the international language of present historical period. As a consequence, English serves for many times many more people as a barrier between themselves and those some fields of interest, many people in their own countries will not be able to become doctors, for example if they cannot learn enough English.³

In an international relationship, English speaking ability is very important to be able to participate in the wider world of work. The speaking skill is measured in terms of the ability to carry out a conversation in the

³ Julian Edge, *Essential of English Language Teaching* (Longman: 1993), 25

language. This reality makes teachers and parents think that speaking ability should be mastered by their students and children.

Based on the reasons above, in recent years, English language teaching has focused on teach grammatical rather than teach about speaking. The emphasis is not only on linguistic competence of the English but also on the development of their communicative ability. In order to develop the students' communicative ability, the teacher needs to create a scenario to teach the target language in a vibrant, active and interesting manner.

In speaking skill, the students often find some problems. It frequently found is that their native language causes them difficult to use the foreign language. Other reason is because of motivation lack to practice the second language in daily conversation. They are also too shy and afraid to take part in the conversation. Many factors can cause the problem of the students' speaking skills namely the students' interest, the material, and the media among others including the technique in teaching English. Many techniques can be applied including role play because many research findings say that this technique is effective to use in teaching speaking.

Someone is considered to be competent in a language if he or she is able to analyze, read and write in and by using the language. Speaking is one of the important and essential skills that people must practice. The speaking skill is measured in terms of the ability to carry out a conversation in the language. This reality makes teachers think that speaking ability should be

mastered by their students. One of the activities to support teaching speaking is role play.

Role play is very important in teaching speaking because it gives students an opportunity to practice communication in different social contexts and in different social roles. In addition, it also allows students to be creative and to put themselves in another person place for a while. According to Harmer, role plays are an excellent way to get students interacting with one another and practicing target speaking using real life scenarios. Role play lessons allow students to see and experience how English can be used outside the classroom. It can help build student confidence.

Based on Stephen D. Hastings' observation in the conversation class, the role play would seem to be the ideal activity in which students could use their English creatively and it aims to stimulate a conversation situation in which students might find themselves and give them an opportunity to practice and develop their communication skill.⁴

For these reasons, the writer is interested in analyzing the role play teaching strategy to increase students' speaking ability of the second grade of MTs Zainul Hasan Suwaluh Sambirejo Pare Kediri. He also wants to know the advantages and the problems encountered by students and teachers in using it by the title of "The Effectiveness of Role Play Teaching Strategy to Increase Students' Speaking Ability of The Second Grade of MTs Zainul Hasan Suwaluh Sambirejo Pare Kediri."

⁴ Jo MC. Donough and Christopher Show, *Material and Method in ELT: Applied Language Studies* (Cambridge : Blackwell, 1993), 165

B. Problems of the Study

Based on the description of background of the study above the problem of the study are:

1. How is the score of the students' speaking ability before being treated?
2. How is the score of the students' speaking ability after being treated?
3. Is role play teaching strategy effective on the increase of the speaking ability of the students of MTs Zainul Hasan Suwaluh Sambirejo Pare Kediri?

C. Objective of the Study

Related on the statement of the problem above, the objective of this study are:

1. To describe the score of the students' speaking ability before being treated.
2. To describe the score of the students' speaking ability after being treated.
3. To describe whether the role play strategy is effective on the increase of the speaking ability of the students of MTs Zainul Hasan Suwaluh Sambirejo Pare Kediri or not?

D. Hypothesis of the Study

A hypothesis is a tentative explanation for certain behaviors, phenomena or events that have occurred or will occur.⁵ The objectives of the

⁵ Gay L.R., *Educational Research: Competencies for Analysis and Application* (New York: Macmillan Publishing Company, 1987), 66.

study are directly related to the problems of study above, the researcher want to know the effectiveness of using role play to increase the students' speaking ability, the researcher builds the hypothesis to make the purpose of this study clear. The hypothesis are:

1. Hypothesis 1 (Ha): role play teaching strategy can increase students' speaking ability of the second grade of MTs Zainul Hasan Suwaluh Sambirejo Pare Kediri.
2. Hypothesis 0 (Ho): role play teaching strategy cannot increase students' speaking ability of the second grade of MTs Zainul Hasan Suwaluh Sambirejo Pare Kediri.

E. Significance of the Study

The result of the thesis is expected to give some valuable contribution to the students, teacher, and the institution.

1. For the students

To the students, from the role play which the researcher given in teaching speaking can improve the student's speaking. From this method, the researcher hopes that it's can be increase student's speaking and make them more motivated in learning English.

2. For the teacher

To the teacher, the researcher hopes that the result of this research can be guidance for the English teacher as a person who will do the

teaching learning English. They have more spirit to join in English Class because the teaching method is not bored.

3. For the institution

To the institution, the result of this research is used as reference to improve the teaching learning method in the institution and as input for the institution in apply the curriculum. The institution can ask to the English teacher to use the method and apply in learning English, especially speaking.

4. For the researcher

To the researcher, it can be a valuable experience to observer the teaching process through role play. And the researcher hopes this research can be useful for the other researcher who wants to do the research in the next research.

F. Scope and Limitation of the Study

To avoid misunderstanding and to clarify the problem, the researcher make a limitation of the problem. This study is limited to find out the effectiveness of role play teaching strategy to increase speaking skill at MTs Zainul Hasan Suwaluh Sambirejo Pare Kediri. The researcher focuses on increasing students' speaking ability by role play strategy by the topic introduction, invitation and asking help in the post office. The subject of the research is the second grade student of MTs Zainul Hasan Suwaluh Sambirejo Pare Kediri.

G. Definition of the Key Term

The definition is intended to avoid misunderstanding and ambiguity in perception of some terms used in study. The definition of the key words, the researcher will define the key terms that related to this thesis. They are role play, teaching speaking and speaking ability.

1. Role Play

Role-Play in this study means the technique that is used in this research, the students are asked to express dialogue and imagine it based on the simulation given by the teacher. They may imagine a role and situation. Role play is a speaking activity in which the students take the part of other people and interact using characters of those people (for instance, age, gender, occupation and so on) or the students can be themselves enacting a novel situation.⁶

2. Speaking Ability

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Its form and meaning are dependent on the context in which it occurs. We generally use speaking as a means of communication in daily interaction. The presence of speaker and listener is a must to build up a mutual communication in speaking activity. Thus, speaking is considered to be inseparable to something we call communication. Communication is the way individual

⁶ Kathleen M. Bailey, *Practical English Language Teaching Speaking* (Singapore: McGraw Hill, 2005), 52

can show the feelings, tell the thoughts, ask questions, ask for help, argue, persuade, explain, and give order each other.⁷

3. Teaching strategy

Strategy is a way to find out something and it can be learned as a conceptual framework used as an orientation on doing something. Teaching strategy is an activity that done by the researcher in classroom management to apply a method has been prepared.

Teaching speaking is the way or plan of teach in teaching. Exactly, the teacher gives explanation the lesson to the students with suitable way or interesting way and enjoyable situation for them".⁸

⁷ Brown, H.D., *Teaching by Principles: An Interactive Approach to Language Pedagogy* (2nd ed.) (New York: Addison Wesley Longman, Inc. 2001), 267

⁸ Manser, Martin H. *Oxford Learner Pocked Dictionary* (New York: Oxford University Press, 1995), 424