

CHAPTER I

INTRODUCTION

This chapter presents the background of study, the research problem, objective of the study, significance of the study, scope and limitation, definition of the key terms, and theoretical framework.

A. Background of study

English is the second language used in Indonesia after Indonesian language. In Indonesia, English has become a language that is familiar to the society because English has been introduced since kindergarten in 2018. English as an international language plays an important role in the world. It is used by most people in the world for international communication. In Indonesia, English is learnt as a foreign language. Not in deny that almost all children in Indonesia already understand English. In English education is a language that must exist or must be taught by students and a national test since elementary school. In English in Indonesia include various aspects that are taught by the teacher to students, such as speaking skills, reading skills, listening skills and writing skills. The 4 skills should be taught to students to be able to do the national examination held by the government.

MTsN 1 Nganjuk is the oldest school in Nganjuk, which was founded in 1968 located at Nglawak village, Kertosono. The school is

different from other schools that day is Friday day, because the environment of MTsN 1 Nganjuk in the cottage environment, almost 80% of students and students residing in MTsN tekits cottage. Although the oldest school in Nganjuk but MTsN 1 Nganjuk is a school that still needs infrastructure or facilities for the learning process such as less comfortable class so that the learning process a little less as possible. In MTsN 1 Nganjuk there are some less classes in English, after researcher conducted an interview with English teachers in MTsN 1 Nganjuk problems faced by the class is the lack of speaking, so the students are difficult to learn English when the speaking is the most important factor for English lessons.

Dealing with cases mentioned above, linguists through their researchers for centuries have sought many ways of how to teach English effectively. Such approaches and methods are implemented to obtain the goal of language teaching itself. It refers to what Hymes reveals about the goal of language teaching is to develop 'communicative competence'. Richard and Rodgers (1986:69) explain communicative competence here is defined as what 'speaker needs to know in order to be communicatively competent in a speech community'. By all means, knowing words and sentences are not enough for student, but also all other languages' element of linguistics appropriately spoken language.

Elizabeth F. Barkley (2004: p. 150) says that Role Play is a situation created in which students deliberately act out or assume characters or identities they would not normally assume in order to accomplish learning goal. Role play is very important in communication language teaching because it gives students an opportunity to practice communicating in different social context and in different social roles. Therefore, Communicative Language Teaching (CLT) approach is very appropriate to support the above problem because this approach is learner-centered and emphasizes communication in real life situation (Fauziati, 2009:p.143). Teachers who are interested in this strategy, a relatively broad paper written by McSharry and Jones (2000) explains various types of role play with interesting examples from science education and suggestions to consider for all teachers. According to McSharry and Jones (2000), although role play may not be difficult for many learners, it is advisable to start with short role plays and move gradually to longer role plays after both the teachers and the students gain some initial experience and confidence. The role play activity also should not come immediately before or right after an exam because the exam can cause stress for the students and negatively influence the effectiveness of this activity (Case & Cheek-O'Donnell, 2015). In this course, the activity was appropriately timed so that it did not conflict and did not become affected by an exam or another critical event.

Role play is a type of drama activities which the students can play dramatization of real life situation, Through role play activities, the students learn how to express ideas to others by using words or sounds of articulation. Larsen Freeman (2000: 68). that role play is important in the communicative approach because it gives the learners an opportunity to practice how to communicate in the different social contexts and the different social roles.

According to Arsjad and Mukti (1998:23) speaking skill is the ability to produce sound's articulation and to produce words, to express, to state, and to deliver thought, ideas and feeling. In this case speaker not only has to know what to be delivered but also knows how to deliver it. And according to Rubi and Thompson (1994:9) speaking skill is not an instant skill to be acquired. It needs a long process. Furthermore, language is a complex system, and each system is different and requires reorganization of student thinking with lots of exposure, so it needs tremendous amount of practice to be more successful language learner. In short, it can be said that's peaking skill as the ability to produce utterance (or utterances) to express thought and to convey meaning.

Teaching speaking seems so difficult and challenging for English teacher, many activities are implemented in order to increase student's ability in spoken English language. Teaching speaking is needed because by teaching speaking students can develop the English material that they have and also by teaching speaking teacher can know how far their

students' knowledge are gotten. Teaching speaking in the class also can give the student a rehearsal opportunity. It means that chance to practice real life speaking in the safety of classroom. Another reason for teaching speaking is speaking activities provide feedback for both teacher and learner. By this feedback teacher can motivate the students to speak in front of their class and in front of their friend, know how well the students get the lesson, what problem that their student find in learning process. Speaking activities also help students to activate the various language elements they have learned and stored up to their brain.

The students cannot master English well, because they are lack of speaking, the lack of motivation. Role play could be an effective and interesting technique that will motivate and develop the student interest to improving the communicative competence. Role play hopefully could improve the student' speaking skill because speaking is one of the language components that have to be taught to the students' in learning a foreign language.

B. Research Problem

Based on the background of the study above, the writer wants to identify the students' problems related to their vocabulary mastery. The main problem of this study is "How can the use of Role Play to improve the student's in speaking ability of MTsN 1 NGANJUK?".

C. Objective of the study

Based on the problem of the research above, the objectives in this research are: “To find out how can the use of Role Play to improve the student’s in speaking ability of MTsN 1 NGANJUK.”

D. Significance of the study

The findings of this study are expected to give contribution for the teachers, the students and other researcher.

1. The Teachers

Through the use of this classroom action research, teachers know the speaking techniques are varied, so that the problems that were found during the learning process can be overcome.

2. The Students

The results of this study are very useful for students to improve speaking without realizing it, because they are able to learn while role play in the learning process.

3. Other research

The results of this study can be used as a reference in future research to test the effectiveness of the role play in improving in speaking.

E. Definition of the Key Terms

According to Arsjad and Mukti (1998:23) speaking skill is the ability to produce sound's articulation and to produce words, to express, to state, and to deliver thought, ideas and feeling. In this case speaker not only has to know what to be delivered but also knows how to deliver it. And according to Rubi and Thompson (1994:9) speaking skill is not an instant skill to be acquired. It needs a long process. Furthermore, language is a complex system, and each system is different and requires reorganization of student thinking with lots of exposure, so it needs tremendous amount of practice to be more successful language learner. In short, it can be said that's speaking skill as the ability to produce utterance (or utterances) to express thought and to convey meaning. Role play is a type of drama activities that the students can play dramatization of real life situation. Role play is one of the activities to promote speaking. Through role play activities, the students learn how to express ideas to others by using words or sounds of articulation. Larsen Freeman (2000: 68)