

CHAPTER I

INTRODUCTION

This chapter discusses several aspects dealing with the topic of the research. They are the background of the research, the problem, the objective, the significance, scope, and the operational definition.

1.1 Background of the Research

Speaking English is one of the most important aspects of communication, and it is used as a medium of exchange between nations all over the world. Speaking can also be defined as a speech or oral utterances delivered by a speaker with the intent of being heard, and then processed by the listener to determine the speaker's intent. The speakers' main purpose in speaking was to communicate their message to the audience. Furthermore, in order to participate in or receive the message, the speaker and listeners must be able to communicate with one another.

Teaching speaking is the process of guiding and facilitating students in learning to communicate. Hughes (2002) described that there were some aspects concerning with speaking ability include fluency, accuracy, pronunciation, grammar, vocabulary, and content. The students should have many vocabularies and they should master enough it to express their ideas. The students were also expected to perform understandable utterance with good pronunciation in order to make the listener understand. Beside, fluency in language was developed through

communication with complete understanding of meaningful words. The student poor grammar also might influence the effectiveness of speaking. Therefore, it was important for teacher to give a lot of practice to the students. So, those activities were useful to develop students' speaking ability.

Many students had difficulties in speaking because they did not practice it frequently. Sometimes, a teacher only gave dialogues to be read by students, without realizing that the habit would make students weak in speaking, because they always depended on the text. They did not have enough opportunity to practice their speaking well. The less proportion of learning speaking made students considered speaking as the most difficult and challenging skill to learn.

On the other hand, the teacher explained the students' preferences in terms of learning activities. When the teacher used a game in a learning activity, the students didn't feel sleepy, but rather happy. According to Maria (2018), role play is a recreational activity that entertains, amuses, and allows participants to gain significant new knowledge. Students also get new vocabulary, coherent expression, and explored the aspect of memory experience to the situations to play during role play planning. Role play is also a comprehensive communication technique that improves language fluency and promotes student interaction in the classroom, while also increasing students' motivation, encouraging their learning, and sharing responsibilities between the teacher and the students. As a result, role play can help students improve their vocabulary and fluency while also bringing the teacher and students closer together.

According to Krebt (2017) roleplay can give much experience to the students. The range of function and structures, and the areas of vocabulary that

can be introduced, go far beyond the limits of other pair or group activities, such as conversation, communication games, or humanistic exercises. Through *role-play*, we can train the students in speaking skills in any situations. Moreover, according to Suryani (2015), role play is one of teaching techniques that the students can give more experiences and act like others. It is expected that role play can help some shy students to be active and enjoy their role acting in speaking English. This activity gave students opportunities to be creative and permitted them to have rehearsal time which had an effect of lowering their anxieties. It is a versatile teaching technique that can be applied using different contents and context with the active participant of children and adults.

This research is to know the effectiveness using role play in qualitative views. Many previous studies are using quantitative study. Moreover, this research using interview, questionnaire and students' score while using role play to strengthen the result. This study is to serve the effectiveness using two different views, which is from the students and the teachers.

Based on the explanations in the background of the study above, the researcher was interested in doing a study about "The Effectiveness of Using "Role Play" in Teaching Speaking at SMKN 6 Jember". The researcher considered role play as an effective way to make students talk because in role play students had rehearsal time to prepare themselves before they spoke. The aim of this research was to know the effectiveness of role play. In addition, a role play became the technique which was implemented in the 11th grade students in SMKN 6 Jember.

1.2 The Problem of the Research

Based on the research background above, the researcher proposes 2 research problems:

1. How is the effectiveness of role play in teaching speaking at SMKN 6 Jember ?
2. What impact or speaking improvements do the students get after the implementation of role play at SMKN 6 Jember ?

1.3 The Objective of the Research

Based on problems of this study, the purposes are stated as follows:

1. To know the effectiveness of role play in teaching speaking at SMKN 6 Jember.
2. To know the impact or speaking improvements do the students get after the implementation of role play at SMKN 6 Jember.

1.4 Significance of the Research

The researcher hopes that the findings of this research can give contribution to the English teaching and learning. It has two major significances; they are theoretical and practical significances:

1. Theoretical Significance

Theoretically, the result of this study can be a reference for further research. Based on this study the teacher know that role play effective or not in their teaching activities.

2. Practical Significance

This research helps to find out the implementation of role play. It is expected that the findings will become reference to the teacher to improve his/her strategy, method, and material in teaching English especially for speaking. For the teacher, it could be reference or reflection in teaching speaking through role play.

1.5 Scope of the Research

The research is qualitative research. The research is limited only to know the implementation of role play in speaking English class that used by English teacher and the aspect speaking skill that acquired by student after get implementation of role play. The researcher conducted to deep interview analysis based on result the role play technique implementation for English learning specially for speaking skill. The research will be conducted at Eleventh grade students, especially the Marketing major of SMK Negeri 6 Jember in 2021/2022 Academic Year. The timeline of the research is in 6 – 8 July 2022.

1.6 Operational Definition of the Research

1.6.1 Role-play

Role play is a scenario that students acted out in groups. Some groups will contains some students. They will act as scenario that teachers provided. While they are acting, the teacher will monitor the activity. The class using role play to improve their speaking skills

1.6.2 Effectiveness

The term "effectiveness" relates to a foundation's ability to achieve the goals of improve students speaking skills through role play. In this study the

meaning of effectiveness is how the students can catch or improve their skills in speaking through role play.

1.6.3 Speaking Skill

Speaking skill is one of the ability that students should mastered. This skill will improve the students ability in oral conversation and communication. Speaking skill is an interactive process where information shared. This activity involves two or more students in whom participants are both hearers and speakers.



