CHAPTER I

INTRODUCTION

This chapter presents the background, the problem, the purpose, significance, the operational definition and the scope of the research.

1.1 Background of the Research

The mastery of speaking skills in English is a priority for many second language or foreign language learners (Richards, 2008, p.19). It means that speaking skill on English is an important skill to be learnt. Speaking is to directly speak with another person to have a communication. In teaching speaking, we need components of speaking to assess the speaking ability of the students, namely pronunciation, fluency, vocabulary use, grammar, comprehensibility, etc. (Brown, 2010, p.184).

In Junior High School, the purpose of speaking of the eighth grade is to make the students capable of expressing meaning in transactional (to have things done, and interpersonal (to socialize) conversation based on daily context. This purpose is based on the syllabus in curriculum 2013 of English in VIII grade of Junior High School students. One of the indicators is the students listening and imitating what the teacher says about actions, activities that they are doing in the class, school, home, when it is spoken with correct words, as written on the Basic Competence point 4.8 in 2013 curriculum with the scoring criteria: pronunciation, word pressure, intonation, spelling, punctuation and writing.

On the other hand, there are some problems in teaching speaking to students, as found in SMP Negeri 1 Dako Pamean. The students lack of vocabulary makes them poor speaking skill especially in fluency and comprehensibility (Askia et.al, 2016, p.2). The students are afraid to speak, because they lack of vocabulary so they cannot start to have a conversation. Moreover, the students in SMP Negeri 1 Atap Lik Layana Indah Palu are difficult in remembering the longer words, making them difficult to speak English. From the statement above, it can be concluded that students' speaking ability in Indonesia is still low (Saleng, et.al, 2014, p.2). According to Saleng et.al (2014, p.2), it may be caused by the traditional method applied by the teacher. In the traditional method, the teacher often instructs the students to memorize words without looking at the context. It makes the students get difficulty to remember the words longer and the students get problem to use it when they speak the target language.

There are many kinds of methods that the teachers can use to teach speaking in the class. One of which is Communicative Language Teaching (CLT). CLT focuses not only on face to face oral communication, but also on reader and writer engaged interpretation, expression, and negotiation of meaning (Celce-Murcia, 2001, p.27). It means that CLT can be used in teaching speaking English. There are many types of activities that we can do in CLT, one of which is role play (Richards, 2006, p.20).

This research chooses role play activity because in role play, the students have to speak and act from their new character's point of view (Harmer, 2007, p.125). The students will be different people by acting as a police, doctor, teacher, etc. Role play is particularly suitable for practicing the sociocultural variations in

speech act, such as complimenting, complaining (Celce-Murcia, 2001, p.107). It can help the students in their conversation especially in speaking. It helps students practice speaking skills like debating, enacting, reasoning, and negotiating (Bharathy, 2013, p.18).

Role play can improve students speaking ability in Iraqi EFL student's college by asking the students to read aloud a conversation and then they will remember and practice it (Krebt, 2017, p.867). In doing this, a peer observation is conducted by asking students to grade their colleges in a similar scale (Krebt, 2017, p.867). Role play enables the fact that learning is fun and performance ultimately leads to improve spoken skill (Bharathy, 2013, p.19) by choosing a topic of the students' own choice from a broader frame work. After that they will prepare for discussion and present their views and do the role play with the topic that they have chosen and discussed. Based on the explanation above, role play is expected to improve students' speaking ability for tertiary level learners and college students.

Moreover, this research uses film because film is one of the speaking lesson (Harmer, 2007, p.354). The students in this era like watching a film. They can see the language in use from a film, for example; they can see how the intonation matches facial expression and what gestures accompany certain phrases. Film allows students entry into a whole range of other communication worlds. This research chooses role play film to know if it can improve students' speaking ability in junior high school or not.

1.2 Problem of the Research

Based on the background above, the problem to be answered in this research is: Is there any significant difference in students' speaking ability of VIII grade at MTs Arkanul Islam Mlandingan Situbondo in 2018/2019 academic year between those who are taught using role play and those who are not taught using role play?

1.3 Purpose of the Research

This purpose of this research is to know whether there is a difference significant in students' speaking ability of VIII grade at MTs Arkanul Islam Mlandingan Situbondo in 2018/2019 academic year between those who are taught using role play and those who are not taught using role play.

1.4 Operational Definition of the Term

1.4.1 Role Play

Role play is one of the activities that we can use in teaching speaking Role play is one of the activities that stimulate students to communicate with fun activities. In role play, students need to imagine a role, a context or both and improvise a conversation. Role play is useful where learners share a somewhat similar experience, which is difficult to recall because of its emotional nature. It helps students utilize their experiences of real life situation.

The indicator that the writer use in using role play is the students decide into some groups. It is based on the situation that the teacher give. The students do conversation with their partner in their groups. Every students must be like another person based on the situation that the teacher give. Because of this

research use fully-script, so before they perform the role play in front of the class, they make a script based on the situation that the teacher give. After the students make the script and the teacher had evaluated the script. Then the students remember the script and perform the role play in front of the class.

This research uses a film as the media before the students do their role play. Film is one of teaching and learning media. In teaching English, we can use film as a media in teaching learning process. Film allows students enter into a whole range of other communication worlds. They see how different people stand when they talk to each other. The students will watch the film before they do the role play. This research uses a short film. This film will last in about 11 minutes. It contains activity which happen in our life.

1.4.2 Speaking Ability

Speaking is one of language skills that must be practiced to communicate orally. We use spoken language for variety of reasons in daily life. Speaking ability is the ability with pronunciation, fluency, vocabulary, grammar.

The indicator that the writer uses to measure the students who have a good speaking must have the criteria of speaking, they are correct in pronunciation, their speech is efforless and smooth, but perceptively non-native in speed and evenness, their vocabullary which is used based on the context, and their vocabulary in a few errors, with no patterns of failure.

1.5 Significance of the Research

The results of this research are expected to give some significances to other reader. The significances are as written below:

1.5.1   Theoretical Significance

Based on the problem of the research, the theoretical significance of the research is to provide some information about the teaching and learning performance by using role play for enhancing students' speaking ability.

1.5.2   Practical Significance

It can contribute information to practical knowledge of enhancing students' speaking ability using role play activity.

1.6 Scope of the Research

Scope of this research is stated that this research is concerned on different significant between those who are taught using role play and those who are not taught using role play for enhancing students speaking ability. This research is limited to the VIII grade students of MTs Arkanul Islam Mlandingan Situbondo in the 2018/2019 academic year.