

CHAPTER 1

INTRODUCTION

This chapter contains the background of the study, research question, the objective of the study, significance of the study, and the definition of key terms.

1.1 Background of the Study

As we know that students of grade 10, ideally, are able to speak well in certain conditions or certain situations. English is a foreign language in Indonesia. They also should be able to use proper expressions while delivering their opinions or while they are just casually talking to others. However, in reality, we still can see many students that are afraid of talking in front of many people and most of them even avoid being involved in a conversation, especially if the conversation is using English. Even though there are some students who speak in English, usually they just give short answers or they are scared to talk in front of the class. According to Abas (2012), students are scared to talk because the topic that is given by the teacher is too difficult and they have no idea about the topic. For example, the topic that they want to discuss is about global warming, the shape of the Earth, and so on.

English has four skills, such as, reading, listening, writing, and speaking skill. It also has three components such as, vocabulary, grammar, and pronunciation. Those skills and components are really important, especially in speaking skill. In speaking skill, the student also can practice for their fluency. By practice their fluency, it means that students can

practice to maintain their conversation to keep going spontaneously. (Gower, 2005:100). The students do not have to speak in a perfect grammar but at least, they can maintain their conversation well and the message that they are trying to tell because speaking activity means that the people who are involved should interact.

Speaking skill is just as important as the other three English skills because if the students can master the speaking skill or at least, they are able to speak well in certain situations and conditions. As it is stated by Zana M. Abbas, speaking is divided into two categories. Speaking in meaning and speaking in context (Chaney:1998). Nowadays, English has been an international language that is used by people all over the world. Most of people in the world use English for communicating. If the students can speak well, then they are able to speak up their opinions well without. Speaking well means that the other parties who are talking with them could catch what they are talking about and could understand the message they are trying to deliver. We know that there is lots of slang in English and sometimes people use it as a common expression without knowing that some of those slangs are not acceptable.

In order to teach speaking, there is a method that can be used in teaching speaking. This method is called as Communicative Language Teaching or also known as CLT. This method is translated into an instructional system that is useful for both the students and the teachers. Under the CLT, there are several techniques that can be used in teaching

speaking. One of them is called as role play. Role play is a way of working through a scenario by taking a roles and practicing what to say using the related words and phrases. By this means, the students are given a new identity. The new identity itself can be obtained from a particular situation that is used for the role play. The purpose of this technique is to help the students with their speaking ability. By doing this activity, the students are expected to be able use the phrases related to the topic, deliver the message, maintaining the flow of conversation, also the students are expected to be able to overcome their fear of speaking up.

1.2 Statement of the Problem

Based on the background study above, the problem to be answered in this study is “Does the Role Play technique improves the speaking ability of grade 10 students?”

1.3 Objective of the Study

Through this study the writer has set a purpose. The purpose of this study is to find out whether the speaking ability of grade 10 students is improved after being taught using role play.

1.4 Theoretical Framework

This study is based on the theory of speaking, the theory of CLT, and the theory of role play technique itself. It is stated that speaking ability is the process of exchanging meaning using verbal and non-verbal symbols, in different situation (Chaney, 1998). As we know that speaking require the ability to deliver meaningful words and sentences to others without having

difficulty to explain about what they are talking about, the one who speaks first must be able to express themselves whether they are giving speeches or not, they are also must be able to use for or engaged in speech, language is important to those who are expressing themselves through giving speeches, because by being able to communicate in a certain language, they are able to convey the meaning (Pearsal,1999:1337).

Role play is a part of Communicative Language Teaching (CLT). Richards and Rodgers, 2001:158 stated that CLT is a theory that starts from a communicative model of language and its use and translate this into a design for an instructional system, such as materials, both for teacher and learner roles and behaviors and for classroom activities and techniques.

Therefore, role-plays stimulate the real world in the same kind of way, but the students are given particular roles, mostly they are told about whom they are and often they think about a certain subject. Through role play technique, the students are asked to speak and act from their new character's point of view.

1.5 Hypotheses

The major problem is formulated into two hypotheses as follows:

a. Alternative Hypothesis (Ha):

- There is a significant improvement of grade 10 students' speaking achievement before and after being taught using role play technique.

b. Null Hypothesis (Ho):

- There is no significant improvement of grade 10 students' speaking achievement before and after being taught using role play technique.

1.6 Significance of the Study

The expected result of this study is to give teacher an alternative way to teach speaking skill to students so that the students are able to express themselves through words properly using the proper expression in certain situations. Through this, the students are also expected to be able develop their oral ability better.

1.7 Limitation and Scope of the Study

This study is focused on the improvement of grade 10 students' speaking ability. The subject of this study is limited to the grade 10 students of X school in academic year 2018/2019.

1.8 Definition of Key Terms

a. CLT

A task-based teaching methodology encourages the use of language and meaningful communication by providing students with scope for interactions amongst learners (Moss & Ross-Feldman, 2003).

b. Role Play

A method of teaching that briefly acted out so that the student can identify the characters. (Keneth, 2008)

c. Speaking ability

The ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently. (Ladouse, 1991)