

CHAPTER ONE

INTRODUCTION

1.1 Background of Study

Language is very important in our daily lives because it is a tool that people use to communicate. Language is useful for conveying something to others, learning knowledge, expressing feelings. Speaking is one of the important tools for humans to communicate or convey messages to other humans effectively; this also applies to students especially EFL students. If students can master speaking skill well students can be able to express something well, think broadly based on the situation and context when they talk in that language (Hidayati,2015).

Speaking in English has become a common thing in this modern era because English is an international language that is used as a tool to communicate with people around the world. The goal is to make communication easier even though everyone has a different language. English is the language widely used in the fields of scientific research, education, business, internet, travel and tourism, media and newspapers, software, medicine, engineering, information and technology, entertainment, banking, and so on.

Speaking and writing skill it is also called active or productive skill, while reading and listening skill are called passive or receptive skillRao(2019). By talking to people from different countries, of course, by using the international language, namely English. Communication and talking cannot be separated because they are both connected. People can communicate in English once they learn it. It can be studied especially in schools where students can focus their studies to study them. The aim of learning English in school is not only to achieve good grades.

Meanwhile, many students still do not speak English fluently even though they have learned English since elementary school. A long time to master a language, the limitations of learning media and teaching techniques applied by teachers in schools which are inappropriate and not effective can trigger difficulties for students to practice speaking skill. Quite a several students fail to achieve the goal of mastering English. They cannot communicate in English either verbally or deeply written form even though they have been studying English for years (Umam,2011).

According to Megawati (2016), almost all students' have opinions about the most difficult skill to master. Notthere is one skill that is missed. However, when compared from onelanguage skill with other language skill, the results showthat speaking is at the highest level. Several factors werethe reasons why they chose speaking are as followslack of vocabulary in English, difficulty to memorize, pronunciationdifficult because it is very different from Indonesian, afraid to make mistakes, fear of being laughed at by friends, and lack of grammar knowledge. To develop students' English speaking skill is not easy because in Indonesia itself English is very rare and almost not used in everyday language. So, students are using English only at school during English lessons, however if the student want to master English and be fluent, students must often speak in English.

In fact, there are still many students in Indonesia who have the same problems in learning English. Many students are not confident in share their ideas or opinions, and they are not interested in learning English because this subject is difficult and tedious.This is what makes it difficult for students in Indonesia to develop speaking skill using Englisheven though English is an international language that must be mastered by people because this language can help us communicate with foreigners.

In English lessons, several techniques can help students speaking skill. One of the techniques is role play, playing the role is a technique of acting out specific ways to interact with others in an imaginary situation and to promote interaction in the classroom and increase motivation (Ayuningtias et al, 2019). This technique can train students' speaking skill and is a tedious technique because there is always interaction in the role play technique.

Nurbaya, et al (2021) explains that role play is useful to help carry language into life or provide real experiences to learners who use language as a means of communication. According to Harmer (2007), role play can be useful to encourage oral fluency and train the learner's ability in special skill, especially in learning English for special purposes or English for Specific Purposes.

Role play also can be a strategy to minimize student's problems with speaking skill. Role play is a strategy to facilitate the student in solving their problem such as lack of vocabulary in English, difficulty to memorize pronunciation difficult because it is very different from Indonesian, afraid to make mistakes, fear of being laughed at by friends, and lack of grammar knowledge Hadi (2015). Moreover, if role play can be applied in a school it will make the student active to speak in front of people and can help develop courage in speaking English in front of a large number of people. Therefore, by using a role play strategy as a technique to improve English speaking skill, it is hoped that students can apply role play with enthusiasm so that they can express their ideas and thoughts well using English with their classmates.

Before the researcher applied the role play technique at SMA AL-Huda high, the researcher first conducted a survey at SMA AL-Huda. According to the teachers who teach English at SMA AL-Huda, especially teachers who teach in tenth grades, according to English teachers, on average students have difficulty in speaking skill in English. It can be said that the English class at SMA AL-Huda is very passive. However, the teachers must know how to make an English class attract

students' interest, make students want to speak English fluently and correctly. Besides that, the teachers must be able to activate students' speaking skill because it's very important for students in their future. To overcome this problem, there are many techniques and strategies that can be applied by teachers, one of which is role play because many researchers have proven that role play techniques is very suitable to be applied in the classroom.

Based on the description above, the researcher is interested in researching with the title Implementing role play Technique to Improve English Learning in Speaking Skill of Tenth Grade at SMA AL-Huda Jatimulyo.

1.2 Research Question

Based on the backgrounds research above, the research questions:

1. To what extent does role play improve students' speaking skills?
2. How is the implementation of role play technique?

1.3 Research Objectives

In line with the formulation above, the objective of this study are:

1. To find out whether role play can improve students speaking skill.
2. To find out the process of implementing role play in teaching speaking English to tenth-grade of SMA AL-Huda Jatimulyo.

1.4 Uses of the Study

The results of this study are expected to be useful information for some parties:

1. For Students

To students of SMA AL-Huda Jatimulyo, it is hoped that can motivate students to speak English with confidence

2. For English Educators

To English educators or instructors especially those in SMA AL-Huda Jatimulyo, the result of this research study is expected to help them in developing students' speaking ability.

3. For Researchers

This research can be used as an additional reference for those who want to conduct research on the process of teaching English, especially in improving students' ability to speak English using role play technique.

1.5 Scope of Study

This study focuses on the improvement of students' speaking skill by using role play as a technique. The subject of this study is the students in tenth grade at SMA AL-Huda Jatimulyo in academic year 2020/2021. The research object is the effect of role play as a technique to improving students speaking skill.