

# CHAPTER I

## INTRODUCTION

### **A. Background of the Study**

There is growing awareness of the important role of English as a foreign language in Indonesia. People who do not want to be left behind by the fast development of science and technology begin to think of the importance of mastering English, a language widely used in printed media and oral communication as means of exchanging variety of information, including science and technology.

One of international language is English. English as an international language has very important role and as the language of science, technology and international communication. English is the most widely used language by people in the world in both oral and written communication in seminars, conversation, diplomatic relation, English courses, business, politic, interview and so on.

English has been widely known as an international language which is taught and learn at formal education centers in almost every country in the world. In Indonesia, English is still taught and learn as a foreign language. English is regarded to be a foreign language when it has not been used in the contexts beyond classrooms (Brown, 200: 6). That is why the teaching of English in Indonesia is treated as TEFL (Teaching of English as a Foreign

Language) TEFL in Indonesia is conducted in elementary schools, junior high schools, senior high schools, and universities.

Nowadays, English is not only given to elementary school students but also given to lower levels. Some kindergartens have introduced English language teaching. It can be said that the teaching of English to children or to young learners has been steadily developing in recent years.

The teaching of English for children needs different strategies compared to adult. In fact, the teaching of English to elementary school students faces some serious problems. Children are more enthusiastic and lively learners (Cameron, 2001: 1). This demands the creativity of the English teacher, so that the children will learn through fun activities.

Everyone has a special skill to learn language in fact, the baby was born in this world can speak with their local language (dialect) they are never shy, nervous, afraid to make mistake because they need language to communicate each other, without language they have many trouble and its difficult to imagine.

They are four skills that can be developed in English language. They are speaking, writing, listening, and reading skill and the researcher focuses on speaking because it is very crucial for the student. If the students speak, so they do not correct the wrong sentences. So for the student feel afraid or not self confidents because they have many mistakes in their grammar, pronunciations, and diction.

In this study the writer intends to analyze how to develop the English speaking ability among learners. By learning speaking they can acquire a lot of vocabularies both learning in and outside classroom. Stern (1983: 74) states that the speaking classes of the English Education Department have some characteristics. Sometimes it happens that some students are easily engaged themselves in interaction using English as a medium of communication while some other find it difficult to interact and take advantage of the learning opportunities presented in the classroom.

Suharto (1990: 8) states that students' attitude toward practicing English in campus is one of factors determining the development of the students' oral English proficiency. Meanwhile, (Adenan, 1986: 8) report that students-teacher and student-student interaction which are part of the teaching and learning process in the English Education Department have some characteristics. Sometimes it happens that some students are easily engaged themselves in interaction using English as a medium of communication while some others find it difficult to interact and take advantage of the learner is one who is responsible for his learning a certain subject, students are responsible to manager their own learning in classroom interesting.

In light of the research report above, the writer thinks that how far the students of SD Negeri 02 Brangkal Gemolong Sragen participate in speaking learning process in the classroom especially by using Role Play.

From the discussion above, the researcher is interested in carrying out of research dealing with speaking teaching using role play. Based on the

information from the teacher of SD Negeri 02 Brangkal Gemolong Sragen some of obstacles about speaking can be found like the students still have limited vocabulary. In addition, they are also not interested in studying English, they have less motivation to learn and they feel bored with the teacher technique. So, the research and the English teacher of SD Negeri 02 Brangkal Gemolong Sragen try to find the effective solution to improving speaking ability using role play.

There were many factors, which influence the English speaking skill. Considerably, two aspects namely vocabulary and structure are chosen. The two were essential of great importance in developing the English speaking ability. They function as the basis of establishing two important elements shared by all four skills (listening, speaking, reading, and writing).

According to above explanation, the researcher limits the problem in developing speaking ability for the fifth grade of SD Negeri 02 Brangkal Gemolong Sragen. The limitation was based on oral skills for learners for learners who wanted to speak English. Many students had difficulties to learn to speak English because of lack of vocabulary and grammatical structure. So that they will sometimes be silent and they will lose some words. Therefore they will be difficult to speak English. The learners need some strategies to learn English especially in speaking.

Some strategies can be used in order to help the students practice their speaking ability. They are:

1. Role play
2. Dialogue
3. Conversation

Based on the background above the writer decides to carry out the classroom action research entitled " **IMPROVING SPEAKING ABILITY USING ROLE PLAY FOR THE STUDENTS OF FIFTH GRADE OF SD NEGERI 02 BRANGKAL GEMOLONG SRAGEN IN 2010/2011 ACADEMIC YEAR**"

### **B. Limitation of the Study**

In doing this study, the writer limits time and ability; the writer takes only the fifth grade students of the SD Negeri 02 Brangkal Gemolong Sragen. It is used as the subject of the study with the consideration that they were the subjects of the communicative activities.

### **C. Problem of the Study**

In this research, the writer formulates the problems of the study as follows:

1. Can role play develop the students of SD Negeri 02 Brangkal Gemolong Sragen?
2. How effective is role play implemented in teaching speaking of SD Negeri 02 Brangkal Gemolong Sragen?
3. What are the strengths and weaknesses of role play method in increasing the students' vocabulary of the fifth grade of SD Negeri 02 Brangkal Gemolong Sragen ?

#### **D. Objective of the Study**

The main objectives of the study are stated as follows:

1. To get information whether or not the role play can develop speaking ability for SD Negeri 02 Brangkal Gemolong Sragen.
2. Describing the implementation of teaching speaking using role play for SD Negeri Brangkal 02 Gemolong Sragen.
3. Describing the strengths and weakness of role .

#### **E. Benefit of the Study**

The benefits of the study are:

##### **1. Theoretical Benefit**

- a. The finding of this research can enrich the theory of speaking in SD Negeri 2 Brangkal Gemolong Sragen.
- b. The result of the research be used as reference for those who want to conduct an action research in English teaching learning process
- c. The result of research can benefit for English teacher in their teaching learning process, especially in teaching speaking.

##### **2. Practical Benefits**

- a. The Teacher
  - 1) The Result of research can be useful for additional information that can be applied by the teacher in teaching speaking.
  - 2) This Study is able to provide the better choice technique for improving students speaking skill in school.

b. The Students

- 1) The Students can master speaking skill by doing the activities in role play performance.
- 2) It can motivate the students to speak

c. The Other Researcher

For the other researcher, they can use this research paper as the reference for those who want to conduct Classroom Action Research (CAR), especially in improving student speaking skill.

## **F. Research Paper Organization**

The organization of the research paper given in order to make the readers understand the content of the paper, it is as follows:

Chapter I is introduction which consists of background of the study, limitation of the study, problem of the study, objective of the study, benefit of the study and research paper organization.

Chapter II is review of related Literature. It contains review of previous study and some related studies, notion of speaking skill, theoretical framework, action hypothesis.

Chapter III is research method. In this chapter, the writer presents type of the research, subject and object of the study, setting, data and data source, method of collecting data, technique for analyzing data.

Chapter IV is research result. In this chapter the writer discusses the implementation of improving speaking skill using role play. in this chapter; the writer also discusses the finding of the research.

Chapter V is conclusion and suggestion. In this chapter, the writer draws conclusion and propose, the suggestion taken from the result of the research.