CHAPTER I

INTRODUCTION

This chapter presents background of the study, limitation of the study, problem of the study, objective of the study, significance of the study, and research paper organization.

A. Background of the Study

Speaking is one of the important language skills that should be mastered by student. Speaking represents a real challenge to most language learners. Besides, speaking is a skill, and as such needs to be developed and practiced independently of the teaching foreign language. Furthermore, speaking is an activity using the language in order to communicate with others. Speaking takes place in real time and is therefore essentially linear. Speaking involves interaction between the speakers and listeners to express their thoughts, opinions, feelings, and ideas using English fluently. A speaker requires to use the most suitable words, organizing the utterance, and choosing the correct grammar to deliver meaning accurately and precisely, so that the listener will understand. Besides, speaking is an interactive process for constructing and receiving information.

In the communicative model of speaking class, the students should be taught how to speak well by using the components of English speaking skills, such as intonation, pronunciation, grammar, vocabulary, fluency, and comprehension. To be able to speak, the student need to plan, formulate and carry out conversation to enhance a message as they employ such as volume, pitch, accuracy and language proficiency.

In reality, there are some problems in teaching and learning of speaking. The first, the cause is the students have low motivation in learning English. The second is the social background of the students. The students are living simply in their surroundings. The students don't use English as their

primary language. It makes the students hard to speak the word or the letter in English. The third is the teacher uses the bored technique in teaching English. It makes the students don't pay attention to the teacher.

In Junior High School, speaking is one of skills which is learned at the seventh grade students. But, the students usually faced difficulty in speaking because it must use English practice which is complicated for them and they have the little vocabulary in speaking.

In order to improve student's speaking skill, the teachers must have good technique so that all these problems can be handled and the aim of the teaching and learning can be achieved. This research is to highlight the technique of teaching speaking. It means that implementation which actually takes place in a classroom. Anthony (1963: 96) in Fauziati (2014: 13) stated that a technique is "implementation which actually takes place in a classroom. It is particular trick, strategy, or contrivance used to accomplish an immediate objective. Technique must be consistent with a method, and therefore in harmony with an approach as well." Afterwards, according to Fauziati (2014:13) "technique encompasses the actual moment-to-moment practices and behaviors that operate in teaching in language according to   particular method".

One of the methods suggested for developing speaking skill is role-playing, that is, creating a dramatic situation in a classroom, or in a part, simply acting out dialogues, but also in part re-labeling objects and people in the room to prepare for imaginative role-playing (New-Mark 1996) in Fauziati (2015:103).

Role play is a technique that divides the students into groups, which gives students an opportunity to practice themselves to communicate in different context social and different social roles. It is used to promote their speaking English and the student to be creative to act as the same in form of roles. As the technique of speaking class, role play is divided into two types and every type has some features. Those are scripted and non-scripted role play. First, the type is scripted role play. When they are given prompts by the

teacher, actually the students write the script by themselves before presenting it in front of the class. Second, the type is non-scripted role play. The student is given the assignment to perform role play without preparing the script or prompts by themselves. Both of scripted role play and non-scripted role play are given, so that the students were more active, more confident in presenting what they had learned (New-Mark 1996) in Fauziati (2015:103).

According to the English teacher of SMP Negeri 24 Surakarta, most of seventh graders often get bored when the teacher always uses storytelling as technique in teaching it. Then the students must tell more, what they heard and also talking must be clearly based on structural view and their pronounciation. Based on structural views, it is more difficult to get student's interest and to make them brave to speak English fluently. Based on the writer's experience, in this situation, students have the unstable condition than another level of their learning process; it's very hard to the students make better and implication of these problems they feel afraid to speak and difficult to make conversation among each student because they have felt as newcomer their class.

The writer has four reasons why she is interested to do observing this research about the implementation of role play to develop students' English speaking skill. The first reason is that speaking is a difficult skill for the seventh grade of SMP N 24 Surakarta. The students have difficulties in speaking because they are not accustomed themselves to speak English. So, the students should be given more opportunities to share their idea by using English orally. Moreover, by having a good ability in speaking, they can communicate better. The second reason is that the seventh grade students usually have little vocabulary in speaking. The third reason is the teacher used a traditional method to teach English and it is boring. The teacher needs to be introduced to another method to teach speaking which is more interesting.

Based on the previous explanation, the writer is interested in investigating the teacher implemented role play in developing English speaking skill of the seventh graders.

B. Limitation of the Study

   The writer makes a limitation in this research. The writer just researches the teacher implemented role play, the teacher's roles, and the strengths and weaknesses at the seventh grade of SMP Negeri 24 Surakarta in developing English speaking skill.

C. Problem Statement

   In this research the writer formulates the problem of the study as follows:

a. How does the teacher implement Role Play in developing students' English speaking skill to the seventh grade students at SMP Negeri 24 Surakarta?

b. What are the teacher roles in the implementation of Role Play in developing students' English speaking skill to the seventh grade students at SMP Negeri 24 Surakarta?

c. What are the strengths and weaknesses of Role Play in developing students' English speaking skill to the seventh grade students at SMP Negeri 24 Surakarta?

D. Objective of the Study

   Based on the research problem, the objectives of the research are:

1. To describe the implementation of Role Play in developing students' English speaking skill to the seventh grade students at SMP Negeri 24 Surakarta.

2. To know the teacher roles in the implementation of Role Play in developing students' English speaking skill to the seventh grade students at SMP Negeri 24 Surakarta.

3. To know the strengths and weaknesses of Role Play in developing students' English speaking skill to the seventh grade students at SMP Negeri 24 Surakarta.

E. Significance of the Study

In this research, the writer presents the significance of the study. The writer hopes that her works is significant both theoretically and practically.

1. Theoretically

   The result of research can be used as an input in English teaching learning process especially the implementation in developing students' English speaking skill using Role Play.

2. Practically

   a. For the Teacher

      This research can give description about the implementation of Role Play in developing students' English speaking skill to the seventh grade students at SMP Negeri 24 Surakarta.

   b. For the Students

      The writer wishes that this research can increase the students' English speaking skill.

   c. For the Researcher

      It will be used for the reference and comparison for them on doing their research.

F. Research Paper Organization

The writer divides this research paper into five chapters as follows:

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

Chapter II is review of related literature. It deals with previous study that had been conducted by other researcher and some theories supported the research, such as the notion of speaking, the notion of speaking skill, role play, and developing speaking skill using role play.

Chapter III is research method. It presents research type, place and time of the research, subject of the study, object of the study, data and data source, method of collecting data, technique for analyzing data, and technique for checking the data credibility.

Chapter IV is research result and discussion. It explains the implementation of developing students' English speaking skill using role play in the classroom and the students' responses toward the implementation of role play in developing students' English speaking skill.

Chapter V is conclusion and suggestion.