CHAPTER I
INTRODUCTION

A. Background of the Study

English is a foreign language which has become a cosmopolite language which is educated at all levels of education. The British Council (2013) revealed a data which showed that 1.75 billion people in this world classified as English speaker. English language basically has four skills which are important to be mastered namely listening, reading, writing, and speaking. However, in communication process, most people believe that speaking skill is considered as a prioritized skill. According to Richard (2008), the mastery of speaking skill in English is a priority for foreign language learners. He said that speaking is a major basic skill to tell and share ideas in communication. Therefore, it is concluded that speaking is one of the language skills that must be learned to start the communication, especially by learners that learning English as foreign language.

In Indonesia country, English language has also the status of a foreign language which today being listed as a subject that must be learned by all students at all grade levels in school. Moreover, Mahrum (2009) stated that English language becomes very famous as the language of instruction in formal educations or institutions in Indonesia. Moreover, requirements for National Schools require use of English as a language of instruction especially for science, mathematics, biology and physics, information and communication technology. Also, some researchers in Indonesia consider that speaking skill is quite important in teaching and learning English. Speaking skill is believed as a measuring instrument of how far the learners success in English learning process. According to Mustikawati (2013), speaking is a skill for a learner in through the process of socializing in communication. Therefore, speaking skill is more important than other skills.

However, there are several facts which contrast the expectation, for example, the fact shows many learners face difficulty in constructing sentences, fear of making mistakes, and lack of motivation. A researcher, Clifford (1987), said that speaking is often neglected by schools because the learning process needs a lot of time as it is quite difficult to assess objectively. This is also supported by another researcher, Nunan (1992), he stated that there are several challenges in teaching speaking skills in EFL (English Foreign Language) classes, namely a lack of motivation, and they basically tend to use their first language.

Dealing with the expectation of the objective in speaking skill is apparently not easy and simple to be achieved, either for the teachers or students. Most learners are not be able to

communicate in public caused by the difficulty in using foreign language. Another reason is due to the lack of motivation to practice the second language in everyday conversations. They are also hesitant to take part in the conversation. Also, most teachers in EFL classes are still found using some conventional technique in teaching speaking skill.

Amidst the problems, some researchers state that using role play technique in learning speaking is considered as one of the solutions in teaching English speaking skill in EFL classes. Role play is believed as one effective technique which can be used by the teachers. By using role play, it is believed that students will be more confident and comfort to speak English as they initially are designed to understand the role of engineering.

It is supported by Chesler & Fox (1966), they stated that role play technique has a high potential for the average elementary and secondary school classroom. By playing a role of another person, students are expected can act out their true feelings without any hesitation. Also, Harmer (1999) described role-play strategy as an effective activity for adults and teenagers, because it increases learning memory, provides directly training, and creates better collaborative work and communication. The writer agrees with the statements that role play is one effective technique in teaching English speaking skill in EFL classes. Therefore, the writer thinks that the problems and the solutions need to be observed.

In this study, the writer will conduct an observation in EFL classroom in order to directly observe the facts and situations of the classroom. Also, the writer will surely observe how the teachers and students using role play technique in learning English speaking skill. The object of this study are students in junior high school. According to the standard competence (2006) for the speaking skill for the beginning semester, students of junior high school are expected to capable to express meaningful ideas for both simple transactional and communication to interact with people in their nearest environment. The students of junior high school are forced to achieve the informational level which is to be able to communicate orally and in written form to find information. The writer thinks that the problems and solutions which will be observed are quite appropriate with the standard competence.

For the reasons above, the writer wants to observe how the role play technique being implemented in teaching speaking skill. So, the writer is interested in conducting research entitled; Using Role Play Technique in Teaching Speaking.

B. Identification of the Problem

Based on the phenomenon above, the researcher has some problems to analyze;

1. How is the implementation using role play in teaching speaking in class IX at a private Junior High School in Surakarta?

2. What are students' challenges in experiencing role play in learning speaking in class IX at a private Junior High School in Surakarta?

3. What coping strategies are made by the students in experiencing role play in learning speaking in class IX at a private Junior High School in Surakarta?

C. Objective of Study

Based on the research problem, the aim of my research is to obtain information from learning speaking skill using role play technique. Moreover, this research aims to make the writer feels and understands everything about learning speaking skill using role play technique.

D. Research Significance

1. Theoretical Significance

The author hopes that this research can be a reference for other researchers who wish to learn about the role play technique to improve students' English speaking skills.

2. Practical Significance

a. For the readers

For these readers, this can be a motivation to add insight and experience about the role play technique in learning English at school.

b. For Students

The hope is that the use of the role play technique in teaching speaking can provide many opportunities for students to be creative and bold in their speaking performances.

c. For Researchers

For the researchers, the results of this research can develop their experiences related to their knowledge and understanding of what they get in the research.

E. Research Paper Organization

The writer organizes this research paper in order to make clearly of this research content. This research paper is divided into five chapters. Chapter I is introduction which is dealing with background of the study, it is presents about the implementation of using role play in teaching speaking skill at Private Junior High School in Surakarta, the challenges of implementation of role play in teaching speaking skill at Private Junior High School in

Surakarta, and the students' coping strategies of implementation the role play in teaching speaking skill at Private Junior High School in Surakarta. Significance of the study it has two major significances, there are practical and theoretical. And research paper organization.

Chapter II is review of related literature which covers previous study. Here, the writer get ten researchers who analyzed about implementation of role play in teaching speaking. Speaking is one of English skill which considered as important skill, and the role play technique is believed as such an effective technique to be applied in teaching speaking. In chapter II, the writer elaborates the definition of speaking skill, the function of speaking skill, the elements of speaking skill, and general concept of teaching speaking. Also, the writer explains about some theories of role play as speaking activity, challenge of role play in learning speaking and ended with theoritical review.

Chapter III is research method. This chapter consists of type of the research the writer used in this research paper is observation. Place and time of the study, the research is conducted at IX grade of Private Junior High School in Surakarta. Subject of the study is the students of IX B grade of Private Junior High School in Surakarta. Object of the study, the writer only focuses on teaching speaking using role play technique. Data and data source, the data of this research form of information and the data source are event and informant. Method of collecting data are observation and interview.

Chapter IV is findings and discussion, the writer conducts teaching implementation and the result of teaching speaking using role play technique. Chapter V is conclusion and suggestion. It consists of the explanation of the research conclusion and the elaboration of suggestion for the next researcher.