

CHAPTER 1

INTRODUCTION

1.1 Background Of The Study

English has become the primary language of communication. It is spoken by million people all over the world. Moreover, Edge in Susanti (2007:6) said that ‘’ Since British trade, followed by colonial and imperial expansion, English spread around the world. Then the military and economic dominance of the united states of America has confirmed English as the international language of present historical period.

In learning English, there are four skills that need to be mastered by the students. They are listening, speaking, reading, and writing. Those skills are important, but all of the four skills, speaking seems intuitively the most important (Ur, 1996:120). According to Ur’s statement, the researcher concluded speaking ability is an important factor for people in learning a language, but there are many difficulties in the speaking ability that faced by the students.

As the researcher’s observation at the eighth grade students of SMP DU 1, the researcher found many problems faced by the students in speaking skill such as lack of vocabulary, motivation, and self confidence. Besides, only 40% of 29 students (11) can pass the target score (75). Therefore, to determine whether the cycle successful or not the researcher used criteria of success, the first criterion is the 75% of 29 students (22) can pass the target

score at least the same or more than 75 score passing minimum (KKM), the second criterion is the students actively participates and shows good response in teaching and learning process.

Related to the problems in the class above, this research considered that it is necessary to find out an alternative way to create suitable and interesting technique related to students' condition. Therefore, to solve the students' problem in speaking, this research used role play. Role play is very effective technique in teaching speaking because by using it, the students could practice their speaking skill and pretend to be someone else in the social life.

As Ur (2007:9) stated that "The use of role play has added a tremendous number of possibilities for communication practice". Because It gives students an opportunity to practice in different social roles. In addition, It also allows students to be creative. Role play is also a technique that makes the students work in pairs and the class more interesting. Moreover, Bailey (2005:137) states that role playing and simulation are extremely important for several reasons. Firstly, students can tell the topic before they perform their speech. secondly, role playing can give students a good chance to try out their English speaking skill in a safe environment. Thirdly, in role playing or simulation, students have opportunity to try again and they redo the interaction with improvement.

There are several previous studies about role play in teaching speaking. The first is by Susanti (2007) in her thesis "*Using Role Play in*

Teaching Speaking (A- pre experimental study at islamic Junior High school Soebono Mantofani Jombang – Ciputat)’. Susanti’s research used pre-experiment method by using ‘one group pre-test and post-test design’, where it did an experiment in a single group . The data were gathered through quantitative and qualitative data. The finding of this research indicated that there was a significance increase after the role play was used in teaching speaking. It seen from the result of analyzing the data by using formula, showed that the coefficient is 13, 420. Based on the finding mentioned before, the researcher suggests that the use of role play in teaching speaking is quite effective.

The next is by Sari (2011) in her thesis “*Improving Students’ Speaking Ability by Using Role Play (A Classroom Action Research at VII Grade of SMPN 251 Jakarta)*’’. This research was conducted in order to develop students’ speaking ability at first grade of SMPN 251 Jakarta through role play activities. Sari’s research used classroom action research (CAR). The data were gathered through qualitative and quantitative data. The finding of this research indicated that the implementation of role play technique was successful since the criteria of success were achieved. The first criterion was 75% of students could pass the target score \geq based on the KKM. Besides, the second criterion was the students become more actively involved in teaching learning process. Then, the writer suggest that the English teacher could implement role play technique in teaching speaking in order to motivate students in learning English speaking.

The similarity from the previous studies above with this research are in using role play technique for teaching speaking. One of the previous studies -Susanti's research- was using pre-experiment method, which is different with Sari's research (CAR). Thus, both previous studies above and this research have the similarity and difference.

This research applied on the students at the eighth grade of SMP DU 1 JOMBANG in the academic year 2014/2015. The sum of the eighth grade students is 29 students in VIII-4 class of SMP DU 1 Jombang which they will be formed into groups to perform their role play. The score will depend on their pronunciation, grammar, vocabulary and fluency. Thus, by the title ‘
THE USE OF ROLE PLAY TO IMPROVE STUDENTS’ SPEAKING ABILITY AT THE EIGHTH GRADE OF SMP DU 1 JOMBANG IN ACADEMIC YEAR 2014/2015, this research will be conducted.

1.2 Statement of The Problem

Based on the background of the study above, this research would like to resolve the following problem “How can the use of role play improve the students’ speaking ability”?

1.3 Objective of The Study

In line with the statement of the problem above, the researcher would like to explain the implementation of role play to improve the students’ speaking ability.

1.4 Significance of The Study

1. Theoretical Significance

Theoretically, this research hopefully contributed to the field of speaking ability especially in discussion of the use of role play to improve students' speaking ability.

2. Practical Significance

This research can help the English teacher to solve their problems of unsatisfactory speaking ability on the eighth grade students of SMP DU 1 Jombang and give them new and additional information of the students' speaking problem.

To the students, it is expected that the use of role play can benefit them in overcoming their low learning motivation and their speaking performance, besides it help them to be active in speaking learning process and improve their speaking ability.

1.5 Scope and Limitation

This research focused in the use of role play to improve the students' speaking ability. It included the students' pronunciation, grammar, vocabulary, and fluency. Related to the role play, there are three kinds of role play such as a single, a multiple and a repetition role play. The researcher will implement the multiple role play, because it is more efficient and productive technique to improve the students' speaking ability. Where this

research applied only on the eighth grade students of 29 students in VIII-4 class of SMP DU 1 Jombang in the academic year 2014/2015.

1.6 Definition of Key Terms

Speaking is expressing ideas, opinions, or feelings to others by using languages.

Teaching speaking is to teach English learners to organize their speaking in meaningful and appropriate sequence.

Role play is pretending and imagining to be someone else in a certain place and situation.

Multiple Role Play is classifying the students into groups to do the role play.