

CHAPTER I INTRODUCTION

This chapter discusses certain points; background of the problem, formulation of the problems, objectives of the research, uses of the research, scope of the research, and definition of terms as follows:

1.1 Background of the problem

Many countries in the world give more attention to English conversation learning since several years ago, in which one of the objectives is to make their students able to speak English. A lot of English courses provide conversation class for adults or young learners. Considering the importance of speaking skill in learning English, Scott (1983) says that speaking is perhaps the most demanding skill for the teacher to teach.

Elementary school is the first stage in basic education level. Here, students learn some skills in order to develop their ability and prepare for their next education stage in the basic education level. English, as international language, is also important to be learned in this basic level of education to introduce the students with this language.

There are three important aspects of speaking skill. They are pronunciation, fluency and comprehension, (Heaton: 1991). These three aspects should be learned and tried to be mastered by the students. In teaching and learning process, the teacher often faces some obstacles in teaching speaking to the students.

This phenomenon of learning process is also found at Al Kautsar Elementary School, the place where the researcher works as an English teacher. She faced most of the students of sixth A grade have low ability in speaking English. These students have low ability in pronouncing the words.

In her speaking class, some oral work had been done to improve the students' abilities in speaking. The teacher had applied drill and pair dialogues for her speaking techniques. These ways little bit worked. The researcher then asked her friend as observer to make sure the researcher's reflection of her speaking class. From the result of the observer's interview, it was found that there were some factors which made the students have low ability to speak English. Firstly, the students have low ability to pronounce the words. Secondly, they are ashamed to make mistake in front of their friends.

Based on this problem, the researcher would like to use a technique that can develop the students' ability in speaking and make them enjoy the speaking class. The researcher is interested in conducting role play technique in teaching speaking class. The researcher would like to apply what her children like to do. The researcher expects it would happen in her speaking class. Ladousse (1982:7) states that role play is one of a whole gamut of communicative techniques which develops fluency in students' language, which promotes interaction in the

classroom, and which increases motivation. Both are unselfconsciously creating their own reality and, by doing so, experimenting with their knowledge of the real world and developing their ability to interact with other people.

Most of the students are sometimes afraid to make mistakes in front of the class. So the students need safe environment to deliver their idea. Ladousse says that role play can help some students by providing them mask. Some more reticent members of a group may have a great deal of difficulty participating in conversations about themselves, and in other activities based on their direct experience. These students are liberated by role play as they no longer feel that their own personality is implicated.

Role play also has significant function to overcome nervousness in learning process. Every student takes a role to act as himself or someone else. They will lose their nervousness because they enjoy doing the activity. Ladousse says that the most important reason for using role play is that it is fun. Once students understand what is expected of them, they thoroughly enjoy letting their imagination rip.

The researcher, then, plans to hold classroom action research in two or more cycles to make the purpose of teaching learning process come true. In this research, the teacher, also as the researcher, will apply role play in speaking to make students improve their activity and ability in speaking English.

1.2 Formulation of the Problem

Based on the background above, the problem can be formulated as follows:

- 1.1.1. How is the improvement of speaking ability of the students of Al Kautsar Elementary School?
- 1.1.2. How is the improvement of students' speaking activity in the teaching-learning process?
- 1.1.3. How is the effect of role play technique toward students' perception?

1.3 Objectives of the Research

From the formulation of the problem above, the research objectives can be formulated as follows:

- 1.2.1. To find the improvement of the students' speaking ability through role play technique.
- 1.2.2. To find out the improvement of the students' speaking activity in teaching speaking class through role play technique.
- 1.2.3. To find out the effect of role play technique toward student's perception.

1.4 Uses of the Research

This result of the research can be used as follows:

1. To enrich theory dealing role play technique.

2. To be used as a reference for the next researcher who will concentrate on the students' speaking ability and students' participation in teaching learning process of role play technique.

Practical uses:

1. As a practice for the researcher in finding appropriate technique in improving students' speaking ability and students' speaking activities.
2. As a help to students in improving their speaking ability.
3. As a consideration in making policy related to the development of teaching learning English subject especially speaking ability.

1.5 Scope of the Research

By implementing classroom action research, the researcher will focus on the problem that will be investigated in speaking activity and ability through role play technique. It concerns with an instruction of role play technique that is implemented to create interesting speaking activity. The researcher uses observation and recording in order to know how role play technique improves students' speaking ability and activity in teaching speaking process. The material and its test are based on their text book which is based on the curriculum of SD. Since the students haven't been used to role play yet, Very structured role play will be applied in the first cycle. The teacher will prepare role cards which consist of situation, role (who act as who), and the role play dialogues. Kind of other role play techniques will be determined in the next cycles.

1.6 Definition of the terms

1. **Speaking** is a productive skill in which the speaker produces and uses the language by expressing a sequence of idea and at that time he/she tries to get ideas or the message across (Wahjiyati: 2012).
2. **Speaking ability** is an ability to produce articulation, sounds or word to express, to say, to show to think about ideas, thought and feeling.
3. **Teaching Speaking** is teaching the ability of producing the sounds or words to express, explain, and transfer thought, opinion, and feeling (Tarigan in Rahmawati: 2007).
4. **The role play technique** is useful oral activities that involve not only students' word but also all other parts of speaking a language in small group (Scott and Ytreberg: 41).
5. **Student Learning Activity** means any activity done by the students during the teaching-learning process. By doing many activities they will gain the knowledge (Wahjiyati: 2012).
6. **Action research** is collaboration of research and action which are done by using reflection to solve the problem.
7. **Improvement** is the change of condition from cycle one to another cycle by looking the gap of score, the percentage of students active in learning process, and students' perception.