#### **CHAPTER I**

#### INTRODUCTION

This chapter discusses the area of the study that contains research background, research question, objective of the research, hypothesis, significance of the research, scope and limitation of the research, and definition of key terms.

## A. Research Background

Teaching speaking is a very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. Therefore, it is essential that language teacher pay great attention in teaching speaking, rather than leading students to pure memorization, providing a rich environment where meaningful communication takes place is desired. With this aim, various speaking activities can contribute a great deal to students in developing basic interactive skills necessary for life. As English becomes very important in various fields such as business, finance, industry and education, most students hope they can speak English fluently. However, a considerable number of students are not responding actively in speaking exercises. The factors are like the

<sup>&</sup>lt;sup>1</sup> H. Kayi, "Teaching Speaking: Activities to Promote Speaking in a Second Language". *The Internet TESL Journal*. Vol. XII No. 11, November 2006, pp.5.

students are nervous or afraid of making mistakes and the topics are not interesting.<sup>2</sup> To motivate the students, Kayi states that the role play activity make students more active in the learning process and at the same time make their learning more meaningful and fun for them.<sup>3</sup>

In this case, to verify that role play activity can improve speaking skill, a study can be conducted when the activity is applied and the student feels enjoyable or fun for them. There are some reasons that make the researcher interested to conduct this study. First, the researcher chooses pronunciation aspect to be assessed because phonetics of English and Indonesia are different, so it leads to difficulty for students. Second, the teacher says that the students are less active in speaking. So, this research tests the students to use role play in speaking activities and want to know that the activity can improve speaking skill or not for them. Their ability in speaking is still far from good if compared with other school. The English teacher only focuses on reading and writing. But the school has a mission that the students can be master of foreign language, especially Arabic and English. Third, role play is the common activities that used in speaking. Especially in Bangil, based on the researcher's observation almost all of English teachers use that activity for senior high school in first grade. In a fact, there is a school that

<sup>&</sup>lt;sup>2</sup> Xu Jianing, "Storytelling in the EFL Speaking Classroom". *The Internet TESL Journal*. Vol. XIII, No. 11, November 2007, pp.1.

<sup>&</sup>lt;sup>3</sup> H. Kayi, "Teaching Speaking: Activities to Promote Speaking in a Second Language". *The Internet TESL Journal*. Vol. XII No. 11, November 2006, pp.5.

seldom uses that speaking activity. Fourth, when the researcher compare with other activity in speaking, like discussion, information gap, brainstorming, and et cetera, there are many previous study about role play, it shows that role play is an interesting activity in speaking skill to researched. So, the researcher wants to continue the study to be more specific in different aspect. Fifth, it is because of the limited time to conduct this research, the researcher chooses MA Assa'diyah Bangil, a private Islamic school in a village that has limited teachers and students. So, it can make easier to handle the students and permit to the teacher to conduct this research in his class. The number of the students in first grade is only 14 students, 10 girls and 4 boys. Previously, I had known more about the background of the school because my house is not far from there and it helps me to survey the situation and condition of the school efficiently. Regarding those reasons, the researcher is interested in discussing under the following title: "Role Play Technique to Improve Speaking Skills for First Grade at MA Assa'diyah Bangil".

### **B.** Research Question

In English learning, there are many kinds of activities in developing speaking skill. However, according to the English teacher of MA Assa'diyah Bangil, still many students cannot improve and develop their ability in speaking skill. The activities of speaking skill are seldom to apply in the classroom, like role play

activities. Therefore, this study is intended to question: "Is role play activity improves speaking skill or not?"

To know role play is the activity that can improve students' speaking skill or not, then it is broken down into one problem:

- Is there any significant improvement of speaking skills after the implementation of role play technique?

# C. Objectives of the Research

Considering the statements of the problem, this study is intended to find is Role play technique can improve not in speaking skill. The objectives of this study is:

- To find out whether there is significant improvement of speaking skills after the implementation of role play technique.

## **D.** Hypothesis

Hypothesis of this study are based on the two research question as follows:

Ho: Role play technique cannot improve speaking skill for the students in first grade at MA Assa'diyah Bangil, Pasuruan.

Ha: Role play technique can improve speaking skill for the students in first grade at MA Assa'diyah Bangil, Pasuruan.

## E. Significances of The Research

This study is expected to give pedagogical contribution. Pedagogically, this study is intended to contribute to success of learner in school and success later in every phase of life, contributes in the language classroom to build speaking skill and to give understanding of how bilingual education facilities English language to master of speaking. In narrow scope, this study could provide teacher with beneficial information of some activities in speaking skill that appropriate for the students, especially for senior high school.

# F. Scope and Limitation of The Research

This study only focuses on identifying the speaking activity that is seldom applied in first grade of MA Assa'diyah Bangil, Pasuruan, especially for students who are sitting in the first level. The school is applying K-13 that makes the students more active in the class. So, the researcher uses role play activity. This study is to find out the improvement of speaking skill after the implementation of role play technique, specifically improved in pronunciations.

### **G. Definition of Key Terms**

To avoid misunderstanding in the way to understand this study, the researcher needs to provide definition of terms which are often found in this study.

- 1. Role play technique : It is an activity in speaking that involves only two students. The students play role in this activity so that they can give them opportunity to have real time speaking experience.
- 2. Improvement : It is called improvement when the result of Wilcoxon Test is lower than 0.05 (p<0.05) and the students' score increased minimum one level in rating scale.
- 3. Speaking skill : Speaking in this research only focuses on pronunciation. Other aspects such accuracy and fluency are put aside.