CHAPTER I

INTRODUCTION

A. Background of the Study

Language is used for communication. Language is a complex, specialized skill, which develops in the child spontaneously, without conscious effort or formal instruction is deployed without awareness of its underlying logic is qualitatively the same in every individual, and is distinct from more general activities to process information or behave intelligibly.[1] Language operates in a speech community and is culturally transmitted; i.e., people acquire language through their culture.[2]

The primary language function itself is to interact and communicate with one another. It means that the structure of language shows its functional and communicative uses and it consists of units of language which do not depend on the grammatical and structural features only, but the categories of functional and communicative meaning in discourse is really important.

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[1] H. Douglas Brown, *Principle of Language and Teaching*, 4th ed, (Addison Wesely Longman,Inc, 2000), p.5

[2] Renzo Titone and Marecel Danesi, *Applied Psycholinguistics: An Introduction to the Psychology of Language Learning and Teaching,* (London: University of Toronto Press, 1985), p.4

As you know, in this world, there are many kinds of language. One of them is English. English is an international language that most of people around the world use the language for communication in many different countries. English also hold important role for transferring and developing science or knowledge. We can see some examples of the scientists who want to deepen their knowledge are supported by read some literatures that used English. We can also see someone who wants to handle the computer; she or he must have capability in English though they can master English well. In addition may be for someone who can master English has certain prestige. And with English they can go abroad, become a guide, get a job with high salary, etc. So, every people have to study English.

Today English has been taught in all level education, from the elementary school until university. English is compulsory subject of lesson that must be taken by every student in school.

Teaching English is divided into two parts, teaching English as foreign language (TEFL) and teaching English as second language (TESL). Teaching English especially for Indonesian is teaching English as foreign language (TEFL). It is because the learners of English in Indonesia find English just in their

classroom. In addition it just for knowledge, not to be as colloquial or daily language use.

Teaching English as Foreign Language included four skill. They are listening, speaking, reading and writing. First of all, speaking is the most important. It is because speaking is the main way of people to communicate with another directly and practically. So, speaking is the one of the language skill that must be mastered by the students. As stated by Penny that of all the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important: people who know a language are referred to as 'speakers' of that language, as if speaking included all other kinds of knowing; and many if not most foreign language learners are primarily interested in learning to speak.[3]

The teaching of speaking is really hard in foreign language. The teacher should give the student high motivation and well guidance. It means that, the teacher can encourage their student to learn how to speak and give them support or any opportunities to speak as much as possible in their language classroom. The role of teachers is really important to improve student's ability in mastering speaking English. The teacher must be able to make the atmosphere in the classroom well and conducive. It means that the classroom of English, especially

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[3] Penny Ur, *A Course In Language Teaching*, (Cambridge: Cambridge University Press, 1996), P.120

with speaking can be a lot of fun, raising general learner's motivation and of course conducive.

There are many problems with speaking activities. Such as, inhibition, mother-tongue use, nothing to say, worried about mistake fearful or criticism, low or uneven participation.[4] It can make a speaker don't want to speak "reluctant speaker". Nunan stated that this reluctance is partly due to their prior learning experience. Many of them were educated in large classes in school situated in noisy neighborhoods where opportunities to speak are severally limited.[5]

All above are the general phenomenon that conducted by all students. It is really big problem that we must solve as a teacher. The teacher should be able to create an atmosphere in which the students feel free, without any pattern that make them afraid and confused.

As mentioned above, the main key is about the students' motivation. How we are as a teacher can motivate them to speak, because motivation is a key consideration in determining the preparedness of learners to communicate. Motivation refers to the combination of effort and desire to achieve the goal of learning the language.[6]

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[4] Ibid., p.121
[5] David Nunan, Second Language Teaching and Learning, (Boston Massachusetts: University of Hongkong, ITP, 1999), p. 231-232
[6] Ibid., p. 232-233

There have   been so many strategies for overcoming students' speaking problems. For example, reluctant speakers. Tsui and his teachers formulated some strategies for overcoming them: the first strategy was to lengthen the amount of time between asking a question and nominating someone respond. The second strategy was to improve questioning technique, etc.[7]

In fact, there are several techniques for teaching speaking, such as, guessing game, dialogue, retelling story, debate, small group discussion and role play. As stated by Hedge that there are several checklist of fluency that had been published. For example, Klipper offers interview, guessing games, jigsaw task, questioning activities, ranking activities, discussion games, values-clarification techniques, thinking strategies, problem solving activities, role play and simulation and stories.[8]   In this case, role play will be implemented in students' speaking practice.

Role play is a method that involved interaction between two people or more based on given topic. Here, role play provides cards that consist of roles and situations. The students will be given the card (role and situation) and make this in writing or texts.

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[7] Ibid., p. 235
[8] Tricia Hedge, *Teaching and Learning in the Language Classroom,* (New York: Oxford University Press, 2000), p.284

This technique gives some contribution to the students. They can create communication freely and give them high motivation to speak. Having said that, the students can think critically and able to use language in term of social position appropriately.

B. Problem of the Study

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

1. How is the implementation of role play in teaching English especially at students' speaking practice?

2. How are the students' responses in learning English by using role play?

3. What are the students' difficulties in the speaking class by using role play?

C. Objective of the Study

The purposes of this study are:

1. To describe the implementation of role play in teaching English especially at the students' speaking practice.

2. To describe the students' response in learning English by using role play

3. To describe the students' difficulties in the speaking class by using role play

D. Significance of the Study

Looking at the objective above, this study is trying to implement role play at students' speaking practice. The result of this study later is expected to: (1) the contribution to the development of English teaching, especially to the development of teaching and learning strategies of speaking practice. (2) English teacher with the appropriate procedure of teaching speaking by using role play. (3) the students experience of a way of learning speaking.

E. Scope and limitation of the Study

This study take place at the second grade students at Islamic Senior High School Lamongan, and focuses on the implementation of role play in teaching English, especially for the teaching of speaking at Islamic Senior High School Lamongan. The subject of this study is second grade class, especially first language class program, 2008-2009 academic years. There were 38 students in the class. All of students get same treatment. But the researcher just observes and focuses 20 students because speaking class need small number and it help to control them well. The theme and topic are different for every day and take place three times. For example, the first meeting the theme is about sport and the topic is football.

F. Definition of Key Terms

Role Play

➢ One of speaking activities which included interaction between two people or more (students) based on given role cards in which the role and situation had been made by the teacher. In this study, role play means the way to teach English, especially for speaking by dividing the students into groups and every student has different role and situation.

Speaking

➢ One of four language skill that should be mastered by the students as means for communication. So, as the teachers we should always explore and examine the students' ability in speaking. In this study, speaking means all of the students' action (performance or conversation) which are recorded by the teacher.

Teaching English

➢ Give a lesson or knowledge to somebody (the students) about English language. In this study, teaching English means teaching English for speaking. The topic and material are related with the objective of teaching and learning in the speaking class.