

CHAPTER I

INTRODUCTION

A. Research Background

Speaking is one of the skills that play an important role to communicate orally. It brings message from one person to other in verbal language. The purpose of learning speaking is to improve the capability in communication that expressing the idea in the students mind orally. The way to make it comes true is the students should interact with the other and practices to speak as much as possible. It means the students demanded to be more active in giving response and asking for one to another.

In reality, it is difficult to make the students to speak when learning speaking English. The students just keep silent all through the lesson while the teacher busily explains all the learning materials. Even the teacher asks them question, they did not give the response or answer it. Some of them just mutter or answer it in two or three words because of the have limited vocabulary. They felt that very hard for them to speak English because they were confused how to develop their idea in the sentences about what to say. It was cause of they were lack of English vocabulary. They were also did not know how to pronounce the words correctly. That made the students being passive in the classroom activity.

The above phenomenon happened to the eighth grade students of SMP Negeri 2 Sepauk, Sintang reGENCY in academic year of 2015/2016. Most

of the students of VIII C class were just keep silent during the learning process. They were only listen to the teacher explanation and noted it on their notebook. If the teacher asked them question, they were confuse how to answer it. It because of they were lack of vocabulary and did not know the suitable words that can be used to share their idea orally and to answer the question. The students also often made error in pronunciation. They felt that the English words were hard to pronounce. It was made them afraid of making mistake when speak English. The researcher faced that most of the students were too shy to speak in the English conversation. In the other words, the students were unconfident to speak English.

Nowadays, the teachers have to be creative and innovative in teaching and learning process. The teacher should pay attention to the students' problems and the appropriate teaching technique to be use. To improve students speaking skill, teacher should find the appropriate strategy and interesting teaching technique of teaching speaking. It means teacher plays an important role to create interesting teaching and learning process because the teacher should be able to control the activities in teaching learning process.

The researcher used role play technique as an appropriated technique to improve students' speaking skill .There were some researchers discussed about role play in teaching speaking skill. Huang (2008) the research entitled "Role Play for ESL/EFL Children in the English Classroom". In this research, she found that role play is really a worthwhile technique. With role play

students not only have more opportunities to act and interact with their peers trying to use the English language, but also students' English speaking and understanding improved. Role play lightens up the atmosphere and brings liveliness in the class and should be applied by ESL/EFL teacher more often in the classroom. Another researcher discussed about role play is Ashok (2015) the research entitles "The effectiveness of Role Play in Enhancing Communication Skill of English Language Learners". In this research she found that "the incorporating role-play into the classroom adds variety, a change of pace and opportunities for a lot of language competence and also a lot of fun which in turn makes the English language learning interesting and effective".

In this research, the researcher used role play technique to improve students' speaking skill. The used of role play could help the students to find the suitable vocabulary to use in sharing their idea orally. Role play also gave the opportunity to practice communicating more. Besides, the used of role play also made students work in pairs, support one another, and to make the speaking class more interesting. The researcher focused on improving students' speaking skill through role play to the VIII C class students of SMP Negeri 2 Sepauk, Sintang regency in academic year of 2015/2016.

B. Research Question

The question of this research has been formulated as follows: “How can role play technique improve the students’ speaking skill to the eighth grade students of SMP Negeri 2 Sepauk, Sintang regency in academic year of 2015/2016?”

C. Research Purpose

In line with the research question, the research purpose is to find out how role play technique can improve students’ speaking skill to the eighth grade students of SMP Negeri 2 Sepauk, Sintang regency in academic year of 2015/2016”.

D. Research Significance

In conducting this research, the researcher expected that the result of this research to be useful for:

1. The teacher

The researcher expected that this research to be useful and has positive contribution for the teacher, especially can help the teacher to know the ways to apply role play technique to improve students speaking skill in English learning.

2. The students

The application of role play technique expected to facilitate students to enrich their vocabulary and eliciting their knowledge about

grammar as the provision to improve their English speaking skill. It also expected to motivate students learn speaking English because they can work together with their friend to practice speaking.

E. Terminology

In order to avoid misinterpretation regarding to the some terms used in this research, the researcher provides a simple explanation as follows:

1. Role play is the teaching technique to teach speaking skill which the students in the classroom divided into pairs and directing to play the role prepared by the teacher. The students will work together to find the vocabularies to share their idea and arrange it in correct grammar in the conversation. By using role play the researcher can facilitate the students and make them easier in learning speaking skill.
2. Speaking skill in this research is the mastery should be achieved by the students of SMP Negeri 2 Sepauk, especially to the eighth grade students in academic year of 2015/2016. The term speaking skill in this research refers to the students share their idea orally by giving response and asks one to another with the correct expression and vocabulary, with correct grammar and pronunciation.
3. Eighth grade students of SMP Negeri 2 Sepauk are the students of government Junior High School in Sintang regency. They were being the subject of this research.

F. Action Hypothesis

Action hypothesis in this research is intended to predict the result of the action. Therefore, the action hypothesis of this research is role play technique can improve students' speaking skill to the eighth grade students of SMP Negeri 2 Sepauk, Sintang regency in academic year of 2015/2016.

