CHAPTER 1

INTRODUCTION

In this chapter, the writer focuses on background of the study, statements of the problem, objectives of the study, significances, scope and limitation, assumptions, and operation of definition.

1.1 Background of the Study

Language is a very important tool in the lives of children, as language to communicate with others. It is also very important in order to enable students to communicate effectively through oral language because the disability of the students to speak may lead them to be unable to express their ideas even in a simple form of conversation. Learning a language means using it in communication in oral or written form, and being able to express feeling, thoughts, and experiences in various contexts. According to Keraf in Smarapradhipa (2005:1), language is a communication system that uses symbols vocal (speech sound) which are arbitrary. By using language, people can express what they want to share to public orally and written. Nowadays, English becomes one of the international languages in the world. Many countries use English as the second language which is used by most communities in the world. Therefore, learning English is very important for the most of people.

In Indonesia, English is not considered as a second language but English is a foreign language. English is also called as the target language that has to be taught teach in schools today's Indonesian curriculum. Therefore, the students are hoped

to speak English well to increase their ability in English. According to Hadrianus Adu (2013:1) speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. Moreover, the tergets of speaking it self are first, to make the students be able to express their mind and idea in English spontaneously, second the students should be master speaking skill well to communication with the other.

In school, the students should be able to express their mind and idea in English spontaneously, but the students usually still feel shy to speak English in front of the class. The students are afraid of making mistakes when speaknig. This condition makes their performance in speaking get worse. In addition, they seldom have low confidence in speaking practice.

The students should be speaking English well to communicate with the other. This is very important for students, because they can transfer something what they want to share. Therefore, there are many technique to teach speaking in the class. One of them is role play technique. According to Ladousse (1987:5), The word 'role' is they play apart (either their own or somebody else's) in a specific situation. The word 'play' means the role is taken on in a safe environment in which students are as inventive and playful as possible. Whereas, Harmer (2007:125) explains that Role-Plays simulate the real world in the same kind of way, but the students are given particular roles – they are told who they are and often what they think about a certain subject. They have to speak and act from their new character's point of view. Therefore, students can understand a situation from a different perspective than they normally would.

In addition, role play is learning how to best handle a situation by practicing interactions. Students may act out situations, problem, and issues in a safe setting and develop skills. Role play technique can also be used as an assessment. Teachers can use role play technique to assess students' speaking skill. It has been suggested that role play technique is particularly effective when applied to second language learning, like English which provides valuable opportunities for students to practice and develop the new languange.

Harmer (2007:123) mentions there are three main reasons for getting to speaking by role play in the classroom, first, speaking activities provide rehearsal opportunities – chances to practice real-life speaking in the safety of the classroom. Second, speaking tasks in which students try to use any or all of the languages they know provide feedback for both teacher and students. And finally, the more students have opportunities to activate the various elements of language they have stored in their brains.

In role play situation, students get the opportunity to practice their speaking skills. Students have lots of time to express their speaking ability. Speaking as one of the active skill, requires the language learners or the students to be active learners. They should practice English in order to make their speaking better. In this situation, they will not feel shy to speak in front of the class.

Role play technique can build the students' confidence. They can feel enjoy with their friends as a partner in the situation. Students feel enjoy to express their mind and idea spontaneously. Therefore, students have good confidence

when they speak in front of the class. Therefore, the teacher can give the feedback for the students.

Using role play in the classroom can motivate students to speak well. Based on the first advantages of using role play technique in teaching speaking, students has a good confidence to speaking. Moreover, students can motivate their friends to speak. Because, they feel better than their friends when speaking. This is very good way to teaching speaking in the class. They brave and feel confident to speak English and they do not afraid of making mistakes when speaking.

Based on the above reasons, the writer chooses role play technique in describing historical places. By using this technique the students can study interactly with the others. Therefore, the writer take the title is "Teaching Speaking by Using Role Play Technique in describing historical places to The First Grade Students of SMA Muhammadiyah 3 Tulangan-Sidoarjo".

1.2 Statements of the Problem

Based on the background of this study, the writer formulates the research questions are:

a. How is the implementation of role play technique in describing historical places to the first grade students of SMA Muhammadiyah 3 Tulangan-Sidoarjo in teaching speaking?

b. How are the students' responses in learning speaking by using role play technique in describing historical places to the first grade students of SMA Muhammadiyah 3 Tulangan-Sidoarjo?

1.3   Objectives of the Study

The objectives of this study are:

a.   To describe the implementation of role play technique in describing historical places to the first grade students of SMA Muhammadiyah 3 Tulangan-Sidoarjo in teaching speaking.

b.   To describe the students' responses in learning speaking by using role play technique in describing historical places to the first grade students of SMA Muhammadiyah 3 Tulangan-Sidoarjo.

1.4   Significances

a.   For the students, it can help students to more confidence when they speak in the class. They can enjoy to explore their ideas in their mind. Therefore, the students can speak English well.

b.   For the teacher, it becomes source information for English teacher at SMA Muhammadiyah 3 Tulangan-Sidoarjo about their students' speaking ability.

c.   For further researcher, it becomes a references which the same with this study.

1.5   Scope and Limitation

The scope of the study will be focused on teaching speaking skill by using role play technique in describing three historical places to the first grade students of SMA Muhammadiyah 3 Tulangan-Sidoarjo. Three historical places are Borobudur Temple, Prambanan Temple, and the last Baitturahman Great Mosque-Aceh

The limitation will be focused on retell some historical places of descriptive text. The students will use modelling way of role play technique.it helps to learn a concept or an idea through participation.the students can learn about history and historical figures by acting out scenes. How the students can interact with the other if they share some important informations. The role play technique is used in teaching speaking to increase their confidence, and also the students can enjoy to interact and express their ideas in their mind.

1.6   Assumption

Teaching speaking is very important because of the students can interact with the others, and also can share the information which is needed. Therefore, to make students easy to speak English, the witer use role play technique in teaching speaking.

Therefore, the teacher uses role play technique in teaching speaking at classroom, the students will be automatically speak up their ideas in their mind.

1.7   Operation of Definition

a. **Teaching** is an activity carried on by person we call the teacher which is intended to get another person (or help another person) called a student to learn somethimg. (Brown, 2004: p.20)

b. **Speaking** is the action of expressing oneself in speech or giving speeches, used for or engaged in speech, able to communicate in a specified language and conveying meaning as though in words. (Pearsall, 1999: p.1377)

c. **Role play** is a popular pedagogical activity in communicative language-teaching classes. In some version, role play allows some rehearsal time so that students can map out what they are going to say. And it has the effect of lowering anxieties as students can, even for a few moments, take on the person of someone other than themselves. (Brown, 2004: p.174)

d. **Technique** is kinds of different activities in the class that is used in every teaching progress. (Ladousse, 1987: p.32)

e. **Describing** is activity that describe something, such as person, animal, thing, or place, in a detailed. (Pearsall, 1999: p.14)

f. **Historical place** is an official location where places of political, military, cultural, or social history have been preserved due to their cultural heritage value. (Pearsall, 1999: p.16)

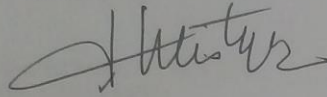g. **Students** are people who attends at school, college, or university and studies something. (Brown, 2004: p.23)

APPROVAL SHEET

(I)

This Thesis Proposal entitled *"Teaching Speaking by Using Role Play Technique in Describing Historical Places to the First Grade Students of SMA Muhammadiyah 3 Tulangan Sidoarjo"* prepared and submitted by Immas Eka Irawaty, NIM 1423107 has been approved to be examined by the Thesis Board of Examiners.

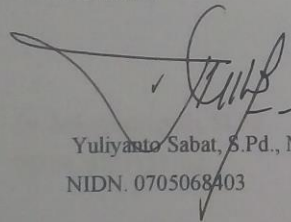Advisor I   Date

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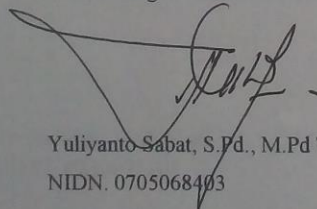Advisor II   Date

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STATEMENT OF AUTHENTICITY

I declare that this thesis is my own writing, and it is true and correct that I did not take any scholarly ideas or work from other dishonestly. That all the cited works were quoted in accordance with the ethical code of academic writing.

Sidoarjo, 25th June 2019

(Kiranti Ajeng Werdaningsih)

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