

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

The ending of learning English is the learners are able to use it as a means of communication either by speech or writing, so the use of English for the students is compulsory because mastering English is a priority for many second or foreign language learners. Harmer (2007:284) states speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language 'on the spot'. Having a good speaking skill will give people easier to send and receive information from others. But in general, many people have difficulty practicing their speaking skills, due to many factors that make it difficult for many people to do their speaking skills, one of which is they do not know the meaning of the sentences they read or hear and besides, because they feel embarrassed, nervous and afraid in making mistakes and they do not know how to pronounce the words properly.

The language skills are developed in order to perform successful communication. However, speaking is the one complicated language skill of communication ability, because this activity does not stand alone, as it involves various aspects not only pronunciation but also a grammatical aspect. Brown (2004: 140) states that speaking is a productive skill that can be directly and empirically

observed. Those observations are invariably colored by the accuracy and effectiveness of test-takers listening skill, which necessarily compromise the reliability and validity of an oral production test. Listening and speaking are almost closely interrelated. While it is possible to isolate some listening performance and oral production tasks that do not directly involve the interactions natural comprehension. Only in the limited context of speaking (monologue, speeches, or telling a story and reading aloud) can assess oral language without the aural participation of an interlocutor.

Most of the students are expected to practice their speaking skills through school first, because from school students will get an understanding of the material related to speaking practice, especially in English. Students are expected to be able to practice their speaking skills well because when they want to get a job one of the requirements needed by students is to have foreign skills, especially English. Students sometimes feel nervous and afraid to speak English. They feel anxious about the pronunciation of the vocabulary as well as their proficiency in using grammar. the problem frequently found are the students have lack confidence and they were bashful because they do not have any chance to practice orally in a big class, the teacher used techniques monotonously so the classroom is not conducive in a conversation class. In fact, the students have lack of having vocabulary and really difficult to memorize some new vocabulary.

During the researcher's observation at SMP Negeri 4 Sukawati, the researcher found that the eighth grade had low speaking skills. Based on observations from researchers, the researcher found that many students in the SMP Negeri 4 Sukawati

got difficulties in speaking English. Even some of them got a very low speaking competence. It was unfortunate that many students still got a very low speaking competence. Therefore, it is the teacher's duty to teach speaking in such a way, so that the students can participate of the lesson eagerly.

One of the ways in improving students' speaking skill is by giving Role-Play as a form of English learning activity in the classroom. Role play is important in teaching speaking because it gives students an opportunity to practice communicating in different social contexts and in different social roles. In addition, it also allows students to be creative and to put themselves in another person for a while. Role-play would seem to be the ideal activity in which students could use their English creatively and it aims to stimulate a conversation situation in which students might find themselves and give them an opportunity to practice and develop their communication skill. According to Barkley (2004:150) state that Role Play is a created situation in which students deliberately act out or assume characters or identities they would not normally assume in order to accomplish a learning goal

Role-play is very important in communication language teaching because it gives students an opportunity to practice communicating in a different social contexts and in different social roles. In this era the teacher can combine role-play with media, there is such many media that can make teachers easier deliver the material to students such as video, pictures and etc. Video is one of the best media that teachers can use to combine with any technique using video as a media in the classroom is important in helping students to learn by being able to re-visit and

review the material. They emphasised the potential of technology to help the learning process during the class. In this era, teachers should be using technology as a tool to make learning activities more effective. Teachers can combine role-play with video to share and deliver the material.

Based on the description from the researcher above, the teaching and learning techniques used by the teacher can have a positive influence on these students, one of which is on student achievement, and of course it can also increase learning motivation for the students themselves. In this study, the researcher was interested in conducting this research to find out how to improve the speaking skills of students. Researchers are interested in conducting a study entitled “Improving Speaking Skills of the Eighth Grade Students of SMP Negeri 4 Sukawati in Academic Years 2021/2022 through Role Play Combined with Video.”

## **1.2 Research Problem**

Based on the background described above, there are still many students SMP Negeri 4 Sukawati got difficulties in speaking English. Even some of them got a very low speaking competence. It was unfortunate that many students still got a very low speaking competence. The formulation of the problem in this study can be formulated in the form of questions as follows: can the speaking skill of the eighth-grade students of SMP Negeri 4 Sukawati academic year 2021/2022 be improved through the use of role-play combined with video?

### **1.3 Objective of the Study**

There are many techniques that teachers can use and apply in the teaching process to improve students' speaking skills. One technique that is appropriate and often to used Role-Play technique combined with video. This study aims to find out whether or not the use of Role-Play technique combined with video can improve the speaking skill of the eighth-grade students of SMP Negeri 4 Sukawati in academic year 2021/2022.

### **1.4 Limitation of the Study**

It is important to limit the study to avoid complicated discussion. Therefore, the present study limited the research on improving speaking of the eighth-grade students of SMP Negeri 4 Sukawati academic year 2021/2022 through role play combined with video. This school uses 2013 curriculum in its basic competency focuses on implementing social functions, generic structures, and language features of spoken and written transactional interaction texts that involve the act of giving and asking for information regarding the whereabouts of people, objects, animals, according to the context of their use. In addition, YouTube and Google is the platform that is used to download the video to put students in real situations and make the students find out how to do role play. Student performance appraisal is speaking skill during the teaching and learning process which focus on three aspects; fluency, comprehension, and grammar.

### **1.5 Significance of the Study**

The study aims to improve the speaking skills of the eighth-grade students of SMP Negeri 4 Sukawati through role-play combined with video as an effective teaching technique. In this research, it is hoped that the research findings will give good results in the development of students' speaking skills, especially English and of course it is significant. The findings from this study are expected to provide theoretical and practical significance. Therefore, the theoretical and practical significance of this study can be explained as follows:

Theoretically, the findings of this study are expected to be used as empirical evidence about the application of learning theory based on the problems faced which have been described above regarding the improvement of speaking skills through role play technique combined with video. In addition, it can contribute to new research findings on the application of role-play techniques combined with video in learning speaking skills in education. Therefore, the results of this study are expected to enrich the theory and can be used as an additional reference for further studies related to role-play techniques combined with video in teaching speaking skills.

Practically, the important value of this research is to participate in providing valuable feedback for teachers, students, and other researchers. For teachers, this research is expected to help them in the teaching and learning process. This study is hoped that the findings of this study can be used as evidence that role-play techniques combined with video are an effective technique to help improve

students' speaking skill. This technique will get students' attention which will be focused on the teacher only. When students pay attention to each lesson the teacher gives them, then the student's skills will increase. In addition, this technique can also make the atmosphere in the teaching and learning process more active and interesting so that students will be more focused on taking part in learning. For students, the results of this study are expected to solve students' problems in learning to speak and also improve their speaking skills to increase students' confidence in speaking English. Finally, for other researchers, the findings of this study can motivate further researchers to add better ideas or combine them with the media to make students more enthusiastic about learning to speak using role-play techniques.

### **1.6 Definition of Key Term**

To avoid misunderstanding on the part of readers, the researcher states three operational definitions of key term used are speaking skill, role play, and video. Thus, those terms are necessary to be clarified clearly in order to make it better understanding. There were three key terms that need to be clearly and briefly to clarify then provide clear insight about the present study.

#### **1. Speaking Skill**

Speaking skills are defined as the ability of the eighth-grade students of SMP Negeri 4 Sukawati in academic year 2021/2022 in constructing and performing a short role play a conversation text based on some situation which is related with the material.

## 2. Role Play combined with video

Role play is a teaching technique used to teach speaking skills in SMP Negeri 4 Sukawati in the learning process. The teacher begins to provide situations related to the material to be taught and asks the eighth-grade students of SMP Negeri 4 Sukawati to do role play. In implementing this technique, it begins by giving an introduction of the act of giving and asking for information regarding the names and numbers of animals, objects, and public buildings that are close to the students' daily lives to the students. Then, given the opportunity to watch video how to role-play relate to the material, once or twice together to the students. In this case, using a video as a media to show the video from *YouTube* or *Google* that related to material. They try to understand the contents of the video step by step. Then, several pairs of the eighth-grade students in SMP Negeri 4 Sukawati will be formed and they will be given a short time to formulate a short conversation text with a theme that has been determined by the researcher, where later the conversation must be mastered by each member per-pair and performed by pair of students.

## CHAPTER II

### THEORETICAL AND EMPIRICAL REVIEW

#### 2.1 Theoretical Review

Theoretical studies form the basis for the preparation of this research report. Existing theories are referenced and structured as stages in the analysis of problems. There are several key points that the researcher wrote in this chapter that contain many relevant theoretical reviews from many related literatures to support this present study. The present study is based on the following theoretical review: (1) speaking skills, (2) role play, (3) video, and (4) assessment of speaking.

##### 2.1.1 Speaking Skill

Brown (2004: 140) states that speaking is a productive skill that can be directly and empirically observed. Those observations are invariably coloured by the accuracy and effectiveness of test-takers listening skill, which necessarily compromise the reliability and validity of an oral production test. Listening and speaking are almost closely interrelated. While it is possible to isolate some listening performance and oral production task that do not directly involve the interactions natural comprehension. Only in limited context of speaking (monologue, speeches, or telling a story and reading aloud) can assess oral language without the aural participation of an interlocutor.

Speaking is a productive language skill, it means that speaking is a person's skills to produce sounds that exists at the meaning and be understood by other people, so

that able to create of good communication. Nunan, (2003:49) states that speaking is such a fundamental human behaviour that we do not stop to analyse it unless there is something noticeable about it. Furthermore, speaking is the use of language to communicate with other (Fulcher, 2003:23). It means that this activity involves two or more people in whom the participants are both hearers and speakers having to react to whatever they hear and make their contribution a high speed, so each participant has intention or a set of intention that he wants. So, the English teacher should active the students speaking ability by providing communicative language activities and interesting media in the classroom and then giving them the opportunities to practice their speaking skill as much as possible.

According to (Bailey, 2005:25), speaking is a process of interaction where speakers intend to build meaning through producing, receiving and processing information. Brown (2004: 140) states speaking skill is divided in two categories micro and macro skills of speaking. The macro skill refers to imply the speaker's focus on the larger elements: fluency discourse, function, style, cohesion, nonverbal, communication, and strategic options while the micro skill refers to producing the smaller chunks of language such as phonemes, morphemes, word, collocations, and phrasal units.

In learning speaking, students must master the component of speaking. The component is what aspect influencing how well people speak English. There are three components of speaking skill that can be defined as follows: grammar, comprehension and fluency.

1. Grammar

Grammar is important when speaking because if students have a good grammar, it is automatically making them feel confident to speak in front of class or other places. Richards (2008:28) states one of the skills involved in using talk as performance is using correct pronunciation and grammar. The grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language.

## 2. Comprehension

Brassel and Rasinski (2008:16) state that comprehension is the ability to know or grasp ideas with the mind. Comprehension refers to the speakers' understanding about what they are saying to the listeners, to make the listeners easy to get the information from the speakers. In relation to this study, speaking skill is the ability of students in describing the topic based on the picture given and performed in front of the classroom.

## 3. Fluency

Richards (2006:14) states fluency is natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence. Fluency is developed by creating classroom activities in which students must negotiate meaning, use communication strategies, correct misunderstanding, and work to avoid communication breakdown.

In consequence, students should be mastered all those components above like grammar, comprehension, and fluency to be able speak foreign language. Students will be more confident speak in front of classroom or friends. In the other hand, to avoid misunderstanding with the meaning that wants to deliver by the speaker. That

is way the researcher expect that students can be mastered those components that already mentioned.

### **2.1.2 Role Play**

Brown (2004:174) defines role playing 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 persona of someone other than themselves. Moreover, Role-play is a flexible technique which can be used in more structured and predictable way to the controlled stage, or alternatively with less guidance at a later stage where the continued practice is turning into active production.

Richards (2006:20) states that role play is an activity in which students are assigned roles and improve a scene or exchange based on given information or clues. In role playing activities, the teacher provides information to students, such as who they are and what they think, feel, or should express. In addition, students bring items to class to create a realistic environment, which reinforces the scene to be shown. For example, if a student is acting as the host, he or she can bring a microphone. Therefore, students will become more creative to create a realistic environment during the teaching and learning process. Therefore, the teacher uses the media to set the scene and role play roles for students. By using media, students are more interested and focused in following the instructions.

Harmer (2007:125), points out 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. Larsen-Freeman (2000:127) states that teachers are responsible to establish a situation that allow communication. Therefore, researchers use pictures as a media in this study to help the teaching and learning process in order to create a learning activity situation that involves real communication.

### **2.1.3 Video**

Bransford, Brown, & Cocking (2000) discuss video use in the classroom and the importance of interactivity in helping students to learn by being able to re-visit and review the material. They emphasise the potential of technology to help learning, but only if it is used properly. De Boer (2013:122) states the use of video in education in the following context: the emergence of digital networks, like the internet, disconnected video-watching from a set time because the video can be watched at any time. It has also led to disconnecting the lesson, in some sense, from a set place (in the classroom): the video can be watched on any computer connected to the internet.

This 'disconnecting' of the physical classroom, the lecturer and the students is one important consequence of technology and video, which is having an impact on the learning process within Higher Education. Siemens, (2015:205) refers to this as 'thinning of classroom walls where learners are now able to use a range of technologies and interactions with learners and content around the world. Then, Harmer (2007:256) states that deploying video in English language learning provides special points to the students; seeing language in use, cross- cultural

awareness, the power of creation, and motivation. It means that video employs important roles in the classrooms because the students do not only listen how the language used by native speakers, but they also can see about the language used in real context of communication. It also allows the students to know about English native speakers' culture based on the setting of the story in the video. Then, it can develop the students' creativity and communicative competence because they can create their own video while using or practicing the language. Moreover, the students can get more interest in learning because they have opportunity to see the language in use as well as learn it from audio recorder. In this case, the use of video provides advantages for the students.

According to Wang (2004), there are three goals of teaching English with video materials: The first is to facilitate the development of EFL learners' language skill. It means that the video can provide a lot of information for the learners, get their attention to focus on the material in the video, and improve their comprehensive linguistic competence. The second is to cultivate students' competence of intercultural communication. When the video is presented in the classroom, it does not only give information about the language, but the learners also can learn about culture of English native speakers. Then, it can support the learners' communicative competence in English. The third is to cultivate students' aesthetic values and ability to appreciate English videos of Artistic values. In this case, the video does not only present information about what the students have watched, but it is expected to make the students have aesthetic impressions of the video in their mind. It can encourage them to have deep thinking and critical review. So, the students can get a lot of benefits from the video.

#### 2.1.4 Assessment of Speaking

Assessment is the part of the teaching and learning process. It is important because, without it, there is no way to anticipate what pupils actually take from their classroom. Experience and this might be quite different from what is intended. According to Brown (2004:4), assessment is an ongoing process that encompasses a much wider domain. Whenever a student's response to a question, offers a comment or tries out new structure, the teacher subconsciously makes an assessment of the students' performance. In all activities, when the students respond the teacher's question even though only a sentence, it named assessment. The assessment is possible to do when the students give responses to the teacher. Therefore, the teacher knows how far the students understand about the material.

Assessment is a process of collecting and analysing the data to measure the result of students' achievement. Moreover, the assessment also gives feedback on the teaching-learning process that has been done by the teacher and it is given in the form of test. Brown (2004:3) states that a test is a method of measuring of person's ability, knowledge, of performance in a given domain. The test is an instrument requiring the performance on the part of the test taker, therefore, it is called a method. The test that is given to the students should cover the materials that have been studied. Therefore, the test shows the result of how the teacher way in delivering the material to be understood by the students.

The rubric is a tool for assessment and the part of it that is visible to test participants is instruction and any other test information material developer might produce (Louma, 2004:52). This is often recorded on audio or videotape because it is quite difficult to assess students speaking skill directly. Brown (2004:172) states

the components of oral proficiency scoring categories are grammar, vocabulary, comprehensions, fluently, and pronunciation. The scoring is used to evaluate students' performance.

Based on the consideration above, assessment is crucial to do in this research to find the improvement of students' speaking skill. The theory of assessing speaking in the present study is in accordance with Brown (2004:172). Therefore, the researcher administers the speaking performance assessment to know their improvement after teaching through role-play combined with video. There are three criteria of giving score in scoring the subject' speaking skill: fluency, comprehension, and grammar. First, fluency is the students' ability to describe or tell something fluently. Second, comprehension is the students' ability to express their ideas about topic well and the content must be clear too. Last, grammar is the students' ability to arrange sentences greatly without any mistakes or misspelling.

## **2.2 Empirical Review**

Empirical review is the way to get the information and theories about previous researchers that are relevant to the present study. In addition, knowing empirical review evidence can help the researcher avoid inadvertent replication of previous study results and put the researcher in a better position for their study outcome. To support the research, it is important to review some empirical evidence from previous studies. In conducting this study, the researcher wanted to improve students' speaking skills by using role-playing games combined with video. These studies were empirically worked out as follows.

The first similar research was conducted by Ni Putu Ahari Pascika (2018) entitled “Improving speaking skill of The Tenth Grade Students of SMAN 2 Denpasar in Academic Year 2017/2018 Through Role Play” The objective of the research is to improve student’s speaking skill of the student by implementing role play. The data was gathered from tests and observation. The average score of the test was Cycle I (78.75) and Cycle II (83.84). After the implementation of role-play activities in every cycle, the students’ speaking skill scores were getting better. It can be concluded that role play can improve students’ speaking skills.

The second similar research was conducted by Ni Made Listia Wati (2016) entitled “Improving Speaking Skill of the Eighth Grade Students of SMPN 2 Abiansemal in Academic Year 2015/2016 Through Role Play”. The objective of the study was planned to figure out the effectiveness of role-play technique in teaching speaking to the eighth-grade students of SMPN 2 Abiansemal. The average score of the test was Cycle I (76.21) and Cycle II (83.03). The results showed that students’ speaking skill can be improved after they were taught by implementing role play. In this study, the role play technique contributed positive things to improve students’ interest in performing their speaking skill.

The strength of both researchers was how they presented the material by implementing role play as a technique for teaching speaking in class. The two studies show that the skills of the subjects could be improved by role-playing in the teaching and learning process. However, the research also finds the weaknesses of both researches. The first is that both researchers failed to explain the correct theory and steps to implement role-playing games. This led to confusion among the

students in implementing the technology. The second is both of the research did not use teaching media for implement the role play technique. The use of media in teaching and learning process is important. The media can stimulate the student in teaching learning process. The media also makes the student more interested in the material. Furthermore, the media also can help the student in understanding the material. In the present study, the researcher used video as a media to deliver the material. The video provided the students material about how exactly the role play looks like. Furthermore, the research will take the video that related to the material from *YouTube* and *Google*.

