

CHAPTER I

INTRODUCTION

1.1 Background of Study

Speaking is one of the important skills that should be mastered by students in order to communicate in English fluently and clearly. Speaking involves interaction with one more participant (Harmer, 2001:271). This means that effective speaking also involves a good ideal of listening. Speaking takes place everywhere and has become parts of daily activities. Speaking is the most difficult skill to be learned by students, among the four skills (listening, speaking, reading, and writing).

Richard (2008: 19) states that mastery of speaking in English is a priority for many second language or foreign language learners. Since we know that speaking is actually a part of productive skill, the process of having mastery in speaking is actually such an important matter that teacher should consider. When people speak, they interact and use the language to express their ideas, feelings and thoughts. they also share information to the other through communication. They must be able to give clear information to the people who are interacting or communicating with them. One of the ways to motivate students to speak is through implementing the right technique in teaching speaking.

Speaking is a productive skill in the oral mode. It looks more complicate than it seems at first and involves more than just pronouncing words. In this skill, students should be able to product words and use them effectively in then practiced the new language items; and finally, then use their own ideas to talk about themselves. This technique required the students to learn individually without

cooperation with others so that the smart students would become smarter and the low ability students would be unable to develop themselves because the teachers not only guide students during the teaching and learning process.

Practicing speaking English in the classroom should use appropriate technique or strategy in order to make students' speaking skill can be improved and enjoy the learning process. According to Brown (2004:10), speaking is productive skill that can be directly and empirically observe. It means that the students' speaking skill can be directly seen by other people when they are able to speak fluently with no hesitation. By learning and mastering speaking skill, students are able to communicate with their friends, make themselves confident to use the language skill in the classroom and expressing their feelings and opinions. as the result, a variety of English teaching techniques or strategies have been found and applied in very level of education.

Based on the interview that has been conducted to the English teacher in SMP Sila Dharma. The problem in speaking could be seen when the students were asked to speak. They were only able to speak in lower voice and sometimes there were some mispronunciation. Several times the teacher had to pointed them to speak in the classroom but they often used their mother language then use English. They did not know what they have to say, they become nervous and turned to be silent. It was also caused by the limited of vocabularies, grammar error, mispronunciation, less comprehension and also low of motivation to participate in speaking activity which caused the students shy and fear in making mistake.

Based on the problem above, there is an effective way that teaching speaking skill can be done through some various activities that can promote

speaking skill. We can choose one of the language teaching activities that is suitable with the level of our students. In the present study the researcher as apply role play combined with picture in teaching speaking for the solution of that crucial problem student in SMP Sila Dharma. Role play as a technique for student's practice in speaking English can positively support the teaching and learning process of speaking. Role play technique is the way to teach speaking by setting up the students in the situation in pairs or groups. According to Brown (2004:174), Role play is a popular pedagogical activity in communicative language teaching classes. Within the teacher constrains set forth by the guidelines, it is free students to be somewhat creative in their linguistic output Role play technique is the way to teach by setting up the students in the situation in pair of groups. Purpose of implementation is to generate opportunities for the students to become more active in teaching learning speaking. It can conclude that role play technique is very important in teaching speaking because it gives students an opportunity to practice communicating in different social context and in different social roles. In addition, it also allows students to be creative and to put themselves in another person's place for a while.

In the teaching-learning process through the implementation of role play combined with picture, there are some strengths of role play. For example, it gives the students the opportunity to practice in different social context and social roles. Besides it can encourage the students to create their performance as well as possible due to the freedom given to them to make up short role play by themselves. Therefore, it may also allow them to be forthright in giving their opinion. Teaching speaking through role play combined with picture makes the students be more

active during the learning process because they have a chance to express their idea. it is an excellent technique to be implementation in the classroom because the students could give more contribution. In conclusion, it is expected the problem face by students can be solved through role play.

Based on the background, the students had difficulty in starting their speaking and had less of opportunity in speaking practice. In addition, the present study, the researcher was highly motivated to do a scientific research entitled “Improving Speaking Skill of the Eighth Grade Students of SMP Sila Dharma in academic Year 2021/2022 Through Role Play Combined with Picture.”

1.2 Research Problem

Based on the background of the study, the research question can be formulated as follows: can speaking skill of the eighth-grade students of SMP Sila Dharma in academic year 2021/2022 be improved through role play combined with picture?

1.3 Objective of the Study

The objectives of the study are intended to answer and find out to whether or not speaking skill of the eighth-grade students of SMP Sila Dharma in academic year 2021/2022 can be improved through role play combined with picture. The researcher expects the teaching of speaking skill through role play combined with picture may effectively improve the subjects of the study in speaking skill in this present study.

1.4 Limitation of the Study

The discussion of speaking skill is considered very broad and complex in the coverage of the study and the researchers has limited time to do the study. Therefore, in order to focus on a specific area of speaking skill and to avoid misunderstanding and misleading in doing classroom action research, the research should be limited. This study is only limited on speaking skill with the focus on the improvement of pronunciation, fluency, grammar, and comprehension of study speaking skill through role play combined with picture of the eighth-grade students of SMP Sila Dharma in academic year 2021/2022.

1.5 Significance of the Study

The present research was mainly intended to know how the technique can solve the problem face by the students and English teacher in improving students' speaking skill. This research was concerned on improving speaking skill of the eighth-grade students of SMP Sila Dharma through role play combined with picture as the teaching technique. In the present study, the results are highly expected to provide meaningful and significant outcomes of the research findings. Therefore, this research has significant of the studies which are divided into theoretical and practical.

Theoretically, this research is expected to support the existing theories and empirical evidences of working knowledge and principle of English language teaching particularly to the achievement of the students' speaking skill by using role play combined with picture technique. In addition, the research hopes this study can be a reference for the other researchers who want to conduct an investigation in teaching speaking. The findings can be beneficial as theoretical evidence about the

implementation of role play combined with picture. Furthermore, the result of this study is expected to enrich theories and can be a reference for future studies related to role play combined with picture in improving speaking skill. In addition, the findings can be used as empirical evidence which gives information to the other researchers.

Practically, the study is thought to be practical in its nature that is to provide the educational feedback such as the English teacher, the finding of this study would help teacher in determining the methods and techniques of teaching as the way to create new atmosphere and new habit which can improve students' motivation and confidence and learning English. For the eighth-grade students, the finding of the study would help students in understanding more the material given by the teacher. This finding is also hoped to improve students' motivation and confidence, creating new habit and new atmosphere. In addition, this study is expected to improve students' achievement speaking skill. Then, for the institution, this study is expected to be able to give a contribution in term of technique of speaking that will be socialized to the English teacher.

1.6 Definition of Key Term

The title of the present study was "Improving Speaking Skill of the Eighth Grade Students of SMP Sila Dharma in Academic Year 2021/2022 through Role Play Combined with Picture. Conducting the present study to improve speaking skill is not easy. In conducting this present study, some terms were used in this study. As the terms in scientific research sometimes too broad, so there were two terms, which was defined operationally to avoid misunderstanding and providing the information for the readers. To make a quite clear comprehending the content

in this study there are two key terms that were used in this study were clearly defines as follows:

1. Speaking Skill

Speaking skill is one of the basic skills in learning English that should be mastered by the students. This skill is defined as the ability of the eighth-grade students of SMP Sila Dharma in academic year 2021/2022 in constructing and performing a short role play about asking and giving information and expressing dan responding invitation which was assessed based on grammar, comprehension, and fluency.

2. Role Play Combined with Picture

Role play is defined as a teaching technique used by English teacher in teaching speaking in which the teacher begins to give the situation and roles and the students are asked to make group consist of two students. Then students are asked to observed a picture that is related to the learning material to help the imagine the situation of short role play. After that the students are asked to make new group that consists of the students who get the same role to prepare about their own role in a group discussion together. The students are finally asked to perform the short role play in front of the class orally.

CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

A scientific investigation is expected to contribute practical significance and should be conducted on the basis of some relevant theoretical, constructional, and empirical evidence. Theoretical review is an abstract concept that defines a term in an academic discipline. Moreover, theoretical review is a review of the theories that are related to the conducted study and that was discussed in the present study. For the aims of the present study, some important theoretical review points as well as empirical evidences are reviewed. The description of points is successfully arranged as follows; (1) speaking skill; (2) role play combined with picture; (3) assessment of speaking skill.

2.1.1 Speaking Skill

The mastery of speaking skill in English is one of the skills that has to be mastered by students in learning English. English learners usually measure their success in learning English by looking at how fluent they can speak English. Richard (2008: 19) states that mastery of speaking in English is a priority for many second language or foreign language learners. If the students can speak English fluently that can help them so easily communicate and also explore their ideas. Speaking English well also helps students to access up-to-date information in fields including science, technology; furthermore, health. Moreover, the four language skills like listening, speaking, reading and writing become the main requirements in which each supports the others.

According to Turk (2003:35) speaking is a heightened version on familiar day-to day interactions. In all relations with other we are performing. In most case the performance is so habitual as to be indistinguishable, for us or others, from our real selves. But when speaking, unless we are aware that we are performing, we may fail. A flat or indifferent performance when many others are watching, receives little sympathy. The speaker is like an actor on stage. His professionalism must include certain largeness, ebullience's interest. The speaker must always remember that he or she is stage managing an impression. The performance carefully covered.

Meanwhile, Richard (2008:20) states that speaking is an activity that someone uses to communicate each other. Furthermore, speaking skill seems very important because it fluences daily life. On the other hand, speaking is the way for interacting with each other, expressing ideas, giving suggestions and comments, and sharing information. Therefore, the teacher should provide and give more opportunities and talking time for the students in speaking class, create the best environment for them, and motivate them in order to encourage them to be braver and feel confident to express their ideas and opinion in communicating process. In addition, it is also supported by looking at the aim of learning a language that is communicating using the language fluently. The teacher allows the students to express themselves freely without having interruption.

In addition, Brown (2004:140) states speaking is productive skill that can be directly and empirical observed, those observation are invariably colored by accuracy and effectiveness of the test-takers listening skill, which necessarily compromises the reliability and validity of an oral production test. Furthermore, he also divides this skill into two general elements. Those are micro skill and macro

skill. The micro skill refers to the smaller elements such as phonemes, morphemes, words, collocation, and phrasal units. On the other hand, the macro skills refer to the large elements such as fluency, discourse, function, style, cohesion, nonverbal communication, and strategic options.

The micro and macro skill skills which have been mentioned above indicate the students need to learn the form of language and also its function. The micro and macro skills are connected each other; thus, it cannot stand by itself. The teacher should lead the students to know the smallest parts of language because it aims them to be able to communicate like native speaker. Example is when trying to communicate in a language, it is not only about producing a word as it is classified as macro skill, but also speak appropriately in order to convey the intended meaning. Bygate (1987:3) in his book also investigates contrast between knowledge and skill in teaching speaking. It may be concluded because speaking is a skill; thus, it may not be enough for the speaking learner to only study the knowledge such as grammar, vocabulary, pronunciation, intonation, etc. But to be able to communicate successfully the important of those elements cannot be hesitated.

Speaking as a skill is used by society to be able to have relation can be named as the purpose of learning language. In mastering speaking skill, there are some elements which need to be mastered by the learners. Speaking is to ways process of sharing messages. Harmer (2001:246-247) states in his book, a student needs to follow the sociocultural and turn-talking rule. Sociocultural refers to the differences of the sociocultural background. It means that students also need to know about the partner that they are talking with. It includes the habit of their

partner. Moreover, turn-taking ideas with timing when they need to speak. Addition, the students need to know when they can start, or and the talk.

In addition, speaking is one of the most difficult aspect for students to master. The students have to master all components of speaking skill in order to speak clearly; moreover, fluently. Fulcher and Davidson (2007:94) state that there are five components of speaking skill that can be defined as follows.

2.1.1.1 Pronunciation

Pronunciation is the way for students to produce clearer language when they are speaking. It means that the students can communicate effectively when they have good pronunciation and intonation even though they have limited vocabulary and grammar. Pronunciation is one of the most problematic aspect of English language for both teachers and learners, and the belief that his need not be the case, pronunciation can be taught and learned effectively (Fraser, 2001:5).

English pronunciation does not amount to mastery of a list sound or isolated words. Instead, it amounts to learning and practicing the especially English way of making a speaker's thought easy to follow (Gilbert, 2008:1). Moreover, pronunciation includes all those aspects of speech which make for an easily intelligible and phrasing, and more peripherally even gesture, body language and eye contact. All of those aspects affect pronunciation which in order to deliver the intent and the purpose of the speaker obviously.

2.1.1.2 Grammar

Grammar is need for the students to arrange correct sentences in conversation both in written and oral forms. Grammar is defined as a systematic way of accounting for and predicting an ideal speaker's or hearer's knowledge of

the language. This is done by a set of rule or principles that can be used to generate all well-formed or grammatical utterances in the language (Purpura 2004:6). Moreover, the other definition of grammar stated by Greenbaum and Nelson (2002:1) who argue that grammar refers to the set of rules that allow us to combine words in our language into large units.

The grammar of language is the description of the way in which word can change their forms and can be combined into sentences in that language (Harmer, 2001:12). Thus, from the statements above it can be concluded that the function of grammar is to arrange the correct meaning of sentences based on the context; in addition, it is used to avoid misunderstanding in each communicator. The grammar should be correct in order to acquire an accurate understanding about what the speakers said. moreover, Nelson (2001:1) states that grammar is the study of how words combined to form sentences. Thus, from the statement above can be concluded that grammar is a rule that is needed for the students co combine correct sentences in conversation both in written and oral forms. It can help the students to increase their knowledge and their ability. Grammar refers to the fundamental principles and structure of the language, including clear and correct sentence construction and proper forms of words (Batko, 2004:24).

2.1.1.3 Vocabulary

Vocabulary is essential for second language use because without an extensive vocabulary, we will unable to use the structure and function we may have learnt for comprehensible communicative. It can be said that one key the success in communicative, which is the power of words. Vocabulary means the appropriate diction or the most important thing in language especially in speaking; furthermore,

knowing many vocabularies we will be easier to express our ideas, feeling and thoughts both in oral and written form. In spoken language, the vocabulary tends to be familiar and everyday (Turk, 2003:87). It means in spoken language or speaking, the vocabulary used must be very familiar and it is used in everyday conversation in order to understand the spoken discourse. Vocabulary is a basic building block of language learning. Students need to know words, their meanings, how they are spelt and how they are pronounced. Thus, when teaching vocabulary, the teachers have to make sure that they explain the meaning as well as the spelling and pronunciation.

Vocabulary is the knowledge of meaning of words. What complicates this definition is the fact that words come in at least two forms: oral and written. Oral vocabulary is the set of words for which we know the meanings when we speak or orally. Written vocabulary consists of those words for which the meaning is known when we write or read silently. These are important distinctions because the set of words that beginning readers know are mainly oral representations. As they learn to read, written vocabulary comes to play an increasingly larger role in literacy than does the oral vocabulary (Hiebert and Kamil, 2005:3). Moreover, vocabulary is a set of lexemes including single words, compound words and idioms (Richards and Schmidt, 2002:580).

2.1.1.4 Fluency

Fluency is defined as the ability to speak communicatively, fluently and accurately. Fluency usually refers to expressing oral language freely without interruption. In the teaching and learning process, if the teachers want to check student's fluency, the teachers allow students to express themselves freely without

interruption. The aims to help the students speak fluently and with ease. The teachers do not correct immediately whereas the idea being that too much correction interferes with the flow communication (Pollar, 2008:16).

2.1.1.5 Comprehension

Comprehension is an ability to perceive and process stretches of discourse, to formulate representation the meaning of sentences. Comprehension of a second language study is more difficult to study since it is not; directly observable and must be inferred from over verbal and nonverbal responses, by artificial instrument, or by the intuition of the teacher or researcher. Comprehension refers to fact that participants fully understand the nature of the research project, even when procedures are complicate and entail risk (Cohen et al, 2005:51). Therefore, in speaking it can be concluded that comprehension refers to the speaker's understanding about what are they say to the listener's in order avoid misunderstanding information; in addition, its function is to make the listeners easily to catch the information from the speakers.

2.1.2 Role Play Combined with Picture

There are many issues that are hard for them to talk about because they may be afraid of ridicule dismissal. Students need to be given permission to play and explore. Role play can help them play with personal problem. It allows them to be spontaneous by releasing creative energy. Role play is very important in teaching speaking because it gives students opportunity to practice communicating in different social interaction and social roles. Besides, role play can improve students' speaking skill. In many situations, it helps students to interact. Teacher have to give

permission to the students to play and explore. A person may role play by being required to improvise a characterization and perform it in front of an audience (Cohen et al, 2007:448). On the other hand, role play can be a quite simple and brief technique to organize. It is also highly flexible, leaving much more scope for the exercise of individual variation, initiative and imagination.

According to Harmer (2004:274), many students derive great benefit from simulation and role play. Students 'simulate' a real-life encounter (such as a business meeting, an encounter in an airplane cabin, or an interview) as if they were doing so in the real world. Simulation and role play can be used to encourage general oral fluency or train students to specific situations. Moreover, they have three distinct advantages. In the first place they can be good fun and motivating. Second, they allow hesitant students to be more forthright in their opinions and behavior than they might be when speaking for themselves, since they do not have to take some responsibility for what they are saying. Third, by broadening the world of the classroom to include the world outside, they allow students to use a much wider range of language than some more task-centered activities may do.

Nunan (2003:57) also states that the students will be given a particular role in the target language. In applying role play, the students will be nervous when they have to perform in front of the others, especially the teacher. However, the time will have the students familiarize and more practice their speaking skill by using role play. Besides, role play gives an opportunity for the students to practice their speaking skill in the target language before facing real conversation in a real environment. Students may feel less anxiety when they do the real conversation by

using the target language because the topic in role play will be set on real-life situation. Thus, students are easier when making a conversation.

Pollard (2008:36) states that role play is a technique that involves students taking on a role and carrying out a discussion with each person playing their role. For example, the local council wishes to introduce a new system and location for dumping waste. Some students play local councilors, others are local residents, others are members of an environmental organization and others are managers and employees of the company being asked to carry out the work. The teacher describes and sets up the situation. The students prepare in groups, those playing the same roles prepare together. They then form new groups to carry out the discussion.

In addition, to make the teaching-learning process interesting for the students, in this study the researcher used picture as a media to help the students imagine the short role play based on the situation that had been given by the researcher. Using picture may encourage the students enthusiastic to follow the role and helped them to be easier when making a short role play with their group. Moreover, Larsen-freeman (2000:127) states that the teacher is responsible to establish a situation of learning activities which involves real communicating.

2.1.3 Assessment of Speaking Skill

Assessment is an ongoing process that encompasses a much wider domain. Whenever the students respond to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes and assessment of students' performance (Douglas Brown, 2004:4).

Nunan (2004:138) states that assessment is procedures for collecting the students' data. Assessment is thus subject of evaluation. Testing is one form of

assessment. It includes the more formal collection of data on learner performance. In other words, assessment subsumes testing and is, in turn, subsumed by evaluation. In order to assess and evaluate oral English communication, the method used is depended on the purpose of the assessment. the distinction between evaluation and assessment, are two terms which in some contexts are used interchangeably. Evaluation is a broad, general set of procedures involving the collection and interpretation of information for curricular decision-making. This information generally includes data on what learners can and cannot do in the language. Procedures for collecting this learner's data are referred to as 'assessment'. Assessment is thus a subset of evaluation. Testing is one form of assessment. It includes the more formal collection of data on learner performance. In other words, assessment subsumes testing and is, in turn, subsumed by evaluation.

According to Harmer (2001;100) the teacher gives the students the assessment of how well they have done, whether during a drill or often a longer language production exercise. The teachers will give the assessment based on what activity which they have learnt. The assessment of the performance can be explicit or implicit. Explicit here refers to comment which given by the students after the assessment is done by the learners; on the other hand, implicit means if the teacher does not give any comment after the students' performance are conducted. Furthermore, the teacher may also assess the students by using rubric from some source with the criteria which will be assessed.

Moreover, Brown (2001;4) states that assessment in an ongoing process that encompasses a much wider domain. Whenever a student's responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously

make and assessment of the student's performance. In other opinion, Marzano (2006:5) states that classroom assessment is a form of feedback to students regarding their progress, and it stands to reason that feedback enhance learning. The assessment that is used by the teacher must be appropriate with the curriculum elements such as lesson plan and syllabus.

Speaking is an important part of the curriculum in language teaching, and this makes it is an important object or assessment as well. Assessing speaking in challenging, however, because there are so many factors that influence our impression of how well someone can speak a language, and because we expect test or assess on speaking class because learners and teachers are table to measure how much progression they get after learning speaking through the method offered (Louma, 2004:1).

McCulloch (2007;4) states that assessment can be used to provide feedback, promote learning, to diagnose (at commencement, during or at end, readiness to process, strengths and weakness), to motivate, and to provide a profile of what has been learned. In addition, assessment in this purpose for assessment methods which can be reliable, in that they are comparable across different school and indeed across the country as a whole and also valid in that they give the users what they really need to know about each student (Black et al., 2003:1). The purposes of assessment are many, varied and related.

Assessment have important role in teaching and learning activities. By assessing students, the teacher knows how far students improve their skill and how far the students understood about the material that explained by the teacher. This is one of the most important aspects of teaching to test the students' comprehension.

Fulcher and Davidson (2006:196) state that assessment becomes not so much a desecrate set of activities, but rather a way of looking at the evidence available from learning activities that focus students' practice as learners and researchers. Thus, in teaching and learning process the students have to be more active to practice what the teacher explains in the classroom. Louma (2004:1) states that speaking skill are an important part of the curriculum in language teaching and this makes them important object of assessment as well. Assessing speaking is challenging; however, there are so many factors that influence how well students can speak language.

The function of any assessment is to as a guide to reinforcing teacher's priority and helping the students to identify what activities, knowledge, and understanding are centrally important to their progress. Assessment of the students should be explicitly linked to the teachers work these things out for themselves at first sight.

In this classroom action study, the researcher was carried a series of test during teaching learning process to assess the student's speaking ability. In this case, the researcher gave some situation and guide line to the students, where they can act as their role in conversation. The criteria of giving score are; grammar is the appropriate structure or grammar in constructing the dialogue to avoid misunderstanding; fluently is the speed and the flow of the students' speech in performing the dialogues; in addition, comprehension is the students' understanding about their dialogues, it was about what the speakers said and also what the listeners heard.

2.2 Empirical Review

Due to the importance of speaking skill for the successful indicator in learning language, many researchers had conducted studies about improving speaking skill through role play combined with picture. However, in this part, the researcher described two students which are relevant.

The research found the similar studies that had been conducted by the previous researcher, the first researcher was conducted by Nopian (2014) which entitled Teaching Speaking Skill through Role Play to the Seventh Grade Students of SMP Negri 1 Playang in Academic Year 2013/2014. Classroom Action Research was also used as the research design in her research. In one side, the previous study also agreed that role play must give an opportunity to the students to express their own feeling and thoughts, on the other side, the steps of implementing the technique was set boundary. The students were given the line of conversation which had been set well. Thus, it might give a lot of pressure to the students who wanted to express their feeling through the dialogue.

The second research was conducted by Wati (2016) entitled “Improving Speaking of the Eighth Grade Students of SMP 2 Abiansemal in Academic Year 2015/2016 through Role Play”. The objective of the study was intending to know whether or not speaking skill of SMP 2 Abiansemal in Academic Year 2015/2016 could be improve through role play. In general, this research revealed that role play could be effectively used as a technique of teaching speaking in junior high school.

The strengths of both study were the technique that they used to teach the speaking skill was appropriate for the students, so the students were successful to improve their speaking skill by using role play technique and the students could get

the score more than the minimum standard passing grade in those schools from cycle I and cycle II after they had thought through role play technique. However, in implementing the technique both researchers did not mention the steps of role play clearly, so it made the students confused about the activity and they were difficult to develop their ideas. Furthermore, the instructions were not clear enough in conducting pre-test and post-test. In this present study, the researcher used role play technique with clear steps to avoid misunderstanding and confused the students. In addition, the researcher made clear instructions in the test (pre-test and post-test).

