

CHAPTER 1

INTRODUCTION

1.1 Background of The Study

Speaking in daily life is an important element in creating relationship. Since communicating deals with oral interaction. As what has been stated by Pollard (2008:33), speaking is one of the most difficult aspects for students to master. It is difficult for students to speak English when they have lack of grammar, fluency and comprehension. When the students have a good English language skill, it is one of the factor which indicates teacher's success in teaching. Richards (2008:19) states that the speaker tend to be getting something done, exploring ideas, working out some aspects of the world, or simply being together. At the end of learning English students are expected to be able to communicate orally by using English to sharing ideas, opinions or feelings. Therefore, the students often measure their success in learning as well as the effectiveness of English course on basis of how well they have improve their speaking skill. Speaking is highest target in learning English language because speaking is the basis of communication which becomes of function of language learning.

Speaking is described by Luoma (2004:1) as an important of the curriculum of language teaching. Therefore, English is taught in many schools. In learning English, speaking can be said as the most important skill to teach since students need to speak and interact in classroom, speaking then becomes one of focus to be concerned in teaching. In learning speaking, practice is a must. In addition, Turk (2003:6) states to teach successful, each individual must practice the skill. It means

that, in order to make students to understand the material which is given in the speaking class well, the speaking practice must be as nearest as possible to the reality. Thus, teaching speaking the way of teaching English to the students to produce the English sounds and sounds patterns. Teaching speaking is about how to organize their thoughts in a meaningful and logical sequence. Therefore teaching speaking should be focus on giving students opportunity to speak and practice.

In teaching speaking, teachers should be creative to design communication activities attractively in the classroom which can motivate students to use language actively and productively. Moreover, the strategy that teacher used in class can be affect on students skill in speaking english, the unappropriate technique will be affect students speaking skill. There are three components in speaking to improve speaking skill, those are grammar, fluency and comprehension. Therefor students should develope speaking skill in order to communicate with others. In speaking ,people could express their thought and opinion directly. Poorman (2002) observes that it is better for students to have more chance to practice to create true learning (32).

Language as a means of communication has a role to reveal or convey an intention to someone else. In addition Barras (2006 :2) states that speaking skill is the important part in english. Speaking is the process of building and sharing meaning. Speaking is develope and to activate all of language elements such as grammar, fluency and pronouncatin, Which students have mastred to communicate. Which would be one of the supporting elements in the success of teaching leaning process.

Based on the interview and observation that had been done by the researcher to the teacher of eight grade students of SMP Sila Dharma Denpasar in academic year 2022/2023, the researcher found some problems. There are many students can not convey their ideas, and opinions because they have lack of grammar, fluency and comprehension. Eventhough they want to give opinion about something but they can not because of these lack. They tend to keep their ideas in their mind instead of expressing them. Some students preferred to be silent when they were expected to participate in a speaking activity. According to the problem, the writer of this research tried to solve the problem and find an appropriate technique which could be used to help students to improve their speaking skill. It was Role Play technique combined with pictures which required students to work in pair or group to perform a simple dialog or scenario.

Role Play combined with pictures is an activity which students act a role in a situation based on the script that they make. Harmer (2001) defines Role Play as activities which students are asked to imagine that they are in different situation and act according to the situation. The advantages of applying role play are the to encourage the students to be active and participate in the teaching and learning process. Role play combined with pictures also can make students gain their confidence to speak english in front of their friends and teachers. By using this technique, students can also build a sense of responsibility in playing the role of someone who is given to them.

Role Play combined with pictures is a teaching strategy in Communicative Language Teaching method which demands the students to be creative and active in applying the material and expression they learn. In this technique, students

directly used the vocabularies and pronunciation through speaking. Since this technique was simple and easy to use, students were interested to participate in learning. In Role Play, the students were easier to comprehend the way to ask and give opinion since they practised it directly like in a real-life situation. If the students understand the use of the vocabularies, they will be confident to use them in speaking. As the result, they will be fluent in speaking.

Based on the description from the research above, the teaching and learning techniques were used by the teacher may give positive effect on these students, one which is on students achievement and of course it can also increase learning motivation for the students themselves. Appropriate technique is very important to improve students' achievement, the better the techniques used, the better development of each student. One effective that is appropriate for improving speaking skills for students is role play combined with pictures. In this study the researcher interested in conducting a study entitled "Improving Speaking skill of Eighth Grade Students of SMP Sila Dharma Denpasar academic year 2022/2023 through role play combined with pictures."

1.2 Research Problem

Based on what has been described on the background above, the students of SMP Sila Dharma Denpasar of the Eighth grade still have some difficulties to speak English frequently and students faced problems with fluency, comprehension and grammar. The researcher formulate the following research questions : can speaking skill of the Eighth grade students of the SMP Sila Dharma Denpasar academic year 2022/2023 improved by role play technique combined with pictures?

1.3 Objectives of the study

The objective of the study is intended to find out whether speaking skill of the Eighth grade students of SMP Sila Dharma Denpasar Academic year 2022/2023 can be improved through role play combined with pictures.

1.4 Limitation of study

In this study, the researcher limits the present study on implementing role play combined with pictures. In this research, the school used 2013 curriculum and based on the syllabus of the Eighth grade students of SMP Sila Dharma Denpasar. The speaking skill which will be taught by the researcher in the form of constructing and performing a short role play based on the situation in the pictures that the researcher give. The situation that will be given are the expression in daily social interaction. Furthermore, the scoring criteria will be focus on the language elements such as: grammar, fluency and comprehension.

1.5 significance of the study

The findings of the present study are expected to give a contribution especially to the teacher of SMP Sila Dharma Denpasar to improving speaking skill. The study concerns in improving speaking skill of the Eighth grade students of SMP Sila Dharma Denpasar through role play technique combined with pictures. The result of research is expected to be useful for both theoretical as well as practical, as follow: Theoretical, it is expected that role play can be used to help the students increase their speaking skill and also their motivation to speak as a target language. The findings of the present investigation the effectiveness of role play in speaking skill of the Eighth grade students of SMP Sila Dharma Denpasar.

1.6 Definition of key terms

To give a clearer understanding of the study, the researcher includes the definition of some important terms, they are:

1. Speaking

Speaking skill is operationally defined as the ability of the Eighth grade students of SMP Sila Dharma Denpasar in academic year 2022/2023 through role play technique in constructing and performing a short role play about asking and giving information and asking and giving opinion. The students made a short role play dialogue based on the situations which will be by the researcher and they need to perform their short role play in front of the class with their group about asking and giving opinion and asking and giving information which is assessed based on the criteria : fluency, comprehension, pronunciation and grammar.

2. Role play combined with pictures

Role play combined with pictures is a teaching which combines role play and pictures as teaching media, and it is used to teach speaking in the learning process in which the teacher show some pictures of situation and the students are asked to make a group consist of three students. The students are asked to observe some pictures that showed by the teacher to help them imagine the situations of a short role play. After that, they are asked to make a group consist of three students. After make groups each group are choose which picture they want to making a short role play.

CHAPTER II

THEORITICAL AND EMPIRICAL REVIEW

2.1 Theoritical Review

The scientific study is a very formal work in which all the basic ought to be essentially extracted from the theories of the related study in this present research, a scientific study should be undertaken based on some relevant theoritical reviews. Therefore this present study conducted based on review and discussion some related theories. This research concerned with implementation of role play in teaching speaking. Theories and empirical study were needed as the reference and basic understanding and establishing the research. The following theoritical review wich should be elaborated are (1) speaking skill (2) Role play technique (3) assessment of speaking skill.

2.1.1. Speaking skill

The ability to speak confidently and fluently is something which students will develop during their time at school. Speaking skill are defined as the skills which allow us to communicate effectively. The students must have ability to convey information verbally and in a way that the listener can understand. It's one of the most important parts of language learning as speaking is how we tend to speaking in daily life. Speaking is an interactive process where information is shared, and if necessary, acted upon the listener. So, it's important to develop both speaking and listening skills in order to communicate effectively. The teaching and learning process of English language concentrates on the four skills. Those are listening,

speaking, reading and writing. Speaking is active uses in English that make learners can share their ideas and feelings. As what had state by Cameron,2001:40 speaking as the active use of language to express meanings so that other people can make sense to interact with each other.

The mastery of speaking skill in english is a priority of many second language or foreign language learners. English learners usually measure their succes in learning English by looking at how fluent they speak English. Thornbury (2005:1) states that speaking is a speech production that become a part of daily activities. Most of speaking activities are in the form of face-to-face dialogue; therefore speaking involves interaction. However, on the implementation, both teacher and students often find some difficulties in teaching learning process. Speaking is the oral mode that is hard to acquire.

Accoarding to Thornbury (2005: 41), speaking is a skill and such as need to be developed and practiced. Because of its important function, the learners need to develope and mastered their english well. If the learners do not master it there will be miscommunication. Furthermore, in order to speaking english well the learners need to practice. English speaking practice is important part for learners in order to speak english well. Speaking as which is used by society to be able to have relation is the goal of learning language. Speaking is the way of sharing message,ideas,opinions and feelings. As Harmer (2001:246-247) states in his book,students need to follow the socialcultur and turn-taking rule. Social cultur refers to the differences of socialcultur background. It means that the students need to know about the partner they are talking with, it includes the habit of their partner. Turn-taking deals with timing when they need to speak. The students need to know

when they can start or end to talk, and also when they need to interrupt the conversation.

1. Grammar

Grammar is needed for students to arrange correct sentences in conversation both in written and oral. The grammar of language is the description of the ways in which words can change their forms and can be combined into sentences in that language Harmer (2001:12). Based on the statements above can be conclude that the function of grammar is to arrange the correct meanings of the sentences based on the context.

2. Comprehensin

Comprehension is the ability to know or capture ideas or informations. Comprehension refers to the speaker's understanding or what they are saying to the listeners, to make it easier for the listeners to get information from the speaker, it is necessary to have a good understanding that is captured by the listener, so that, it will easier to convey ideas or informations . related to this research, comprehension is students ability to understand topics based on the pictures that will be give by the researcher by having good understanding. So, it will make students understand the learning material.

3. Fluency

Fluency is about how confromtable and confident you are in speaking english. If you are speak for an extended period of time, that is an indicator of strong fluency. It is also showing a clear connection between each point

that you are trying to make. This skill means that the listener can understand what you are saying and does not get lost.

2.1.2 Role play Technique

Role play is teaching strategy in communicative language teaching method which demands the students to be creative and active in applying the material and expression they learn. Besides, role play can improve students speaking skill. In many situations, it helps learners to interact. As for the shy students; role play helps providing a mask. Where the students with difficulty in speaking are liberated. Besides they also share their experience over the role and the situations. Therefore, role play is an activity which can develop students. Nunan (2003) state that role-plays are also excellent activities for speaking in the relatively safe environment of the classroom (57). Role-play gives learners practice speaking the target language before they must so do in a real environment.

Broughton et al.(2003:82) states that role playing is a flexible technique which can be used in more structured and more predictable way to controlled stage, or alternatively with less guidance at a later stage where continued practice is turning into active production. Furthermore through role play activities or technique the students learn how to express ideas, opinions or feeling to others by using utterances in target languages. Role play gives some times for students to think about what they are going to say; the conversation can be prepared well and it is understandable.

Nunan (2003:57) also states that the students will be given a particular rule in the target language. In applying role play, the students will be nervous when they have to perform in front of their friends, especially the teacher. Role plays gives an opportunity for the students to practice their speaking skill in target language before facing the 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 will be set on real life situation. Thus, the students are easier when making a conversation.

In addition, Brown (2004:174) states that the role playing is a popular pedagogical activity in communicative language-teaching classes. Within constraints set forth by the guidelines, it frees students to be someone what creative in their linguistic output. In other version, role play allows someone rehearsal time so that students can map out what they are going to say. Furthermore, students find a good chance how to improve their speaking skills because they are allowed to speak up in interesting ways. Students need clear guidance through sharply defined scenarios, roles and events. It means the teachers should give the situation to the students and allow them to make their own dialogue. Finally, the students perform their dialogue and teachers pay attention and assess their ability according to their performance.

Besides, role play is a speaking activity which is defined as a technique in teaching speaking that involves fantasy or imagination to be someone else in a specific situation for a while, improving dialogue and creating a real world in scenario. It aims students to encourage thinking and creativity, let students develop and practice new language and behavioral skills in relatively and can create the motivation and involvement for learning to occur. The researcher concludes the use role play as the technique to be implemented in the classroom. There are some steps that should be considered by the teacher to teach the students to create a good role play which was adapted from Pollard (2008:36) the following steps are as follows:

1. The teacher divides the students into some groups.
2. The teacher describes and set up the situations.
3. The teacher is divides the students into their role based on the situation and ask the students who have the same role to prepare together.
4. Students make a role play with their own group based on the situation.
5. Students perform their role play in front of class.

2.1.3 Pictures as Teaching Media

To make teaching learning process more interesting for students, the researcher used pictures to support the learning process. Using pictures as a media will help students imagine a short role play based on the situation that has been given by researcher. Lassen-Freeman (2000:127) state that teachers are responsible to establish a situation that allow communication. Therefore, researcher use pictures as media in this study to help the teaching learning process in order to create a learning activity situation that involves real communication. Moreover, Harmer (2007: 177) state that the teachers have always used pictures or graphic wheter drawn,taken from book,newspaper and magazines or photographed to facilitate learning. Pictures can be in the form of flashcard, large wall picture, cue cards (small cards which students use in pair or group work),photograph or illustration (typically in a textbook). Some teachers also used projected slides, image from an overhead projector or computer images.

2.1.4 Assessing Speaking

Assessing is an important thing in the teaching and learning process. By assessing the students, the teacher can measure how far the students understand the material that has been given in the teaching and learning process. Assessing can be carried out through formal assessment and informal assessment. Formal assessment usually uses some kind of test. While, informal assessment, teachers can also informally assess the learners through monitoring or observing them while they are doing ordinary classroom activities. With the same idea, assessment is an ongoing process that encompasses a much wider domain (Brown, 2004:4). Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of the student's performance. In conclusion, assessment is a process of measuring the students' performance. The teacher may choose different types of assessment as it addresses different functions. Assessing is an important thing in teaching and learning process. By assessing the students, the teacher can measure how far the students understand the material that has been given in teaching learning process.

Brinley in carter and Nunan (2000) state that in term in assessment refers to variety of ways of collecting information on learners' language ability. The students' evaluation in often regarded principlally benefiting for the teacher and administators that overlooks to direct contributions of evaluation as feedback to the teachers. On the other hand, Hughes (2003:113) state that the objective of teaching spoken language is the development of the comprehension as well as production. Moreover, Luoma (2004:29) claims that when teacher are assessing speaking, they

guide examinees' talk by the tasks that they give the Assessment play important role in teaching learning activity. By assessing students the teacher can measure how far the students can understand the material that has been given.

According to Harmer(2001:100), the teacher give the students' assessment of how well they have done, wheter during a drill or often a longer language production excercise. The way teacher assesses the students will depend on the type of activity the students are taking part in. The assessment of the performance can be explicit and implicit. Explicit here refers to the comment which is given by the teacher after the assessment done by the learners; on the other hand, implicit means if the teacher does not give any comments after the students' performance are conducted. The teachers have their own assessment in the form of rubric with the scores and its own explanation based on the category that is assessed.

The main purpose of classroom instruction is to help the students achieve a set of intended learning goals. These goals should typically include desired changes in the intellectual emotional and physical spheres. When the classroom instruction is viewed in this light, assessment becomes an integral part the teaching-learning process. Furthermore, the intended learning outcomes are established by instructional goals, the desire changes, in the students' are brought about by the planned learning activities and the students learning progress is periodically assessed by test and others assessment devices. Although the independent nature and learning is beyond dispute the independent nature of teaching, learning and assessment is less often rigornized (Miller et al., 2009:33).

According to Thornbury (2005:127), there are two main ways in assessing speaking skill. There are holistic and analytic scoring. Holistic scoring is scoring

by giving a single score of an overall impression and it has the advantage of being quicker and probably adequate for informal testing progress. Analytical scoring is scoring in which the teacher gives separated score for different aspect of the task. The analytical scoring is fair and more reliable. By using this way, it makes the teacher easier to assess student's speaking skill. In addition, the scores that are yielded by the rubric are also objective.

Based on the explanation above, the students need to prepare pronunciation, grammar, fluency and vocabulary well to be used in communication before they are assessed. According to Brown (2004:142-143), there are sixteen components that are used to draw up criteria for assessing students' speaking skills. Because of the statement the students are expected to speak fluently and accurately during their speaking activity and the students' achievement in speaking can be assessed well. The explanation above are related with assessing speaking skill by Brown (2004:127) which is only focus on three aspects: fluency, comprehension and grammar. Thus, the students' achievement in speaking can be assessed optimally.

2.2 Empirical review

Empirical review is the Review of the relevant research that has been conducted in which it reviews the previous research that relevant with the present research in conducting this study. Researcher wanted to Improve students speaking skill Through role play. There were some other researcher that use role play technique in teaching learning process which can be improve students speaking skill.

The related study about role play has conducted by Zindri Ruben (2018) entitled "improving speaking skill of the eighth grade students of SMP (SLUB)1

Saraswati 1denpasar in academic year 2018/2019 through role play”. The purpose of this study was to find out the implementation of role play to improve speaking skill in learning process of the eighth grade students of SMP (SLUB)1 Saraswati in academic year 2018/2019. The results showed that the students’ speaking skill can be improved after they were taught by implementing role play. The improvement students’ achievement also could be seen from two cycles conducted. In this study,role play technique contributed positive things to improve students’ interest in their speaking skill.

The another similiar research was conducted by Trivonia Nganim (2021) entitled “ Improving Speaking Skill of the Eighth Grade Students of SMP Sila Dharma Denpasar in academic year 2021/2022 through role play technique combined with pictures”. The aim of this study is to find out the effectiveness of role play in improve speaking skill in learning process of the eight grade students of SMP Sila Dharma denpasar in academic year 2021/2022. The results showed that implementing of role play can improve students speaking skill.

However, in implementing the technique both researchers did not describe instruction of the test clearly and used unappropriated pictures that not related with the situations,so it made the students confused in made a short role play conversation. In the present study,the researcher will used role play technique with clear instructions and used appropriated pictures to avoid misunderstanding and confused of the students test