

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

English is an international language that is used to communicate with other people that speak in different languages. It is in line with Harmer (2007:13) stated that the language which is decided as a global language is English. It means English can be used as a lingua franca to help people communicate with other people from another country. In English language, there are four skills that need to be mastered such as listening skill, speaking skill, reading skill, and writing skill. Among the four skills, speaking is the most frequently used in so many situations in daily life. In this research, speaking skill is the primary skill that should be emphasized by the students.

Speaking is one of the language arts that is most frequently used by people all over the world. Speaking is considered very complex with five components of language such as: comprehension, grammar, vocabulary, pronunciation, or accent and fluency. Fulcher and Davidson (2006:94). Someone is considered master the speaking skill if they have mastered those five components of speaking. In order to master speaking skill, a frequently practice is needed. There are plenty of practice the students can do such as presenting information, answering question, and holding a discussion. Choosing the right practice is the key to be able to master speaking skill.

One of the four key linguistic abilities in learning English is speaking. Speaking is the best way to transmit information and convey knowledge because it is quicker

than other skills, making it a crucial part of communication. It enables the students to clearly and appropriately express their ideas, feelings, and emotions. Additionally, many submissions and presentations need to be in English. Today, having a strong command of the English language can provide you an advantage in your future job. Whether just for academic purposes or perhaps to aid in future job or promotion searches. To put it another way, it is essential for non-native English speakers to grasp spoken English in order to compete and adapt to the rapidly changing times.

Speaking skill is the closest aspect of a language in daily life. Thornbury (2005:1) stated that speaking skill is so much a part of daily life that people take it for granted. He also stated that there are two main purposes of speaking; first, speaking serves either a transactional function, in that its primary purpose is to convey information and facilitate the exchange of goods or services; second, it serves an interpersonal function, is to established and maintain social relationships. Therefore, mastering speaking skill is considered as one of the most important aspects in learning English language yet also considered as the most complex to learn.

Moreover, Richard (2002:210) stated that speaking skill as one of the central elements of communication. It means, the students are not only expected to be able to make effective communication yet also able to communicate in English whenever they need to in order to blend in a certain society or compete in school or work life. Therefore, students need to improve their speaking skill by mastering five components; grammar, vocabulary, pronunciation, fluency, and comprehension. But mastering speaking skill is so difficult for students and seems like not a priority to them. The fact

that not so many students are interested in learning speaking skill plus the learning method that is not fun and traditional is the main problem in learning speaking skill.

Speaking is the most important thing to measure the ability of the students in understanding the language they used. Students are able to share and deliver information through speaking and should make the receiver understand what they mean. From a pragmatic view of language performance, listening and speaking are almost always closely interrelated. Brown (2004:140) stated that speaking and listening are inextricably linked. Speaking is a useful talent that can be directly and objectively seen, but those observations are invariably influenced by how well a test-taker can listen, which inevitably undermines the validity and dependability of oral productions.

Producing, receiving, and digesting information are all steps in the interactive process of creating meaning when speaking. Its structure and significance rely on the situation in which it occurs, including the speakers themselves, their experiences as a group, the surroundings, and the reason for speaking. People need it decide how to speak in different situation. We need to choose more polite language and create a good gesture in a formal situation while in a more casual situation, we can use casual language option with more casual gesture. This adds more complexity in speaking because we need to choose how to speak in every situation. If we use the wrong language in each situation, we can be considered unpolite and a bad speaker.

Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective

experiences, the physical environment, and the purpose of speaking. It is often spontaneous, open-ended, and evolving. However, the activity of speaking is not always unpredictable. There are some language functions (or patterns) that tend to recur in certain discourse situations (e.g., declining an invitation or requesting time off from work), can be identified and charted.

According to Pollard (2008: 33), speaking is one of the most difficult aspects of language for students to master. This is hardly surprising when one considers everything that is involved when speaking; ideas, what to say, language, how to use grammar and vocabulary, pronunciation as well as listening to and reacting to the person you are communicating with. Any learner of a foreign language can confirm how difficult speaking is. Learners of foreign language need to have a quick processing while holding a conversation with others. The ability to multitask is really needed in speaking. They need to multitask when holding a conversation because they need to focus on so many things. Because of the complexity, many people can not speak well especially if they are a learner of foreign language.

Speaking is also one of the important skills that should be mastered by students in order to communicate in English more fluently and clearly. Speaking involves interactions with one or more participants. Hamer (2007:271). This means that effective speaking also involves a good deal of listening. Speaking takes place everywhere and has become parts of our daily activities. Speaking is the most difficult skill to learn by student, among the four skills (listening, speaking, reading, and writing) because so many aspects of language are included in the process of speaking to create a good

conversation or communication process. In this study, the researcher conducted an interview with the teacher of the eighth-grade students to ask several questions. Based on the interview, the researcher found that the speaking skill of the eighth-grade students of G class in SMPN 3 Ubud was still on low level. In this school, the technique used mostly the common ones which not really effective to help the student to learn speaking skill. This technique cannot help the student to be active in learning process about speaking which is very important. Mostly the technique used is a one-way teaching technique. This kind of technique cannot motivate the students to improve their speaking skill. According to the survey that the researcher conducted, the researcher found that the students found difficulty in pronunciation, fluency, grammar, and vocabulary and comprehension.

Based on that fact, the researcher was eager to solve those problems in teaching and learning process with the implementation of role play to improve the students' speaking skill of SMPN 3 Ubud. According to Pinatih (2021: 4), it is proved that by doing role-play, it showed that students turn to students centered. Secondly, role-play can increase students' interest in learning. The used of role-play as a teaching technique is more fun rather than learning by using book only. By using this technique, not only the technique was more fun to do, it also allows the students to be a part of the teaching-learning process. Role-Play is very effective and important in teaching speaking skill because it gives the students an opportunity to practice communicating in different social environment and in different role. In addition, it allows the students to be creative and to put themselves in another person's place for a while. The researcher

expects that by using role play technique can improve the students' speaking skill. Therefore, the researcher conducted a research study entitled "Improving Speaking Skill of the Eighth Grade Students of SMPN 3 Ubud in the Academic Year 2023/2024 Through Role Play.

## **1.2 Research Problem**

Based on the explanation above we can conclude that speaking is one of the fundamental skills in English language. It is considered as a means of communication. Therefore, students' need to master speaking skill to improve their ability in speaking in English in certain situation. However, students are reluctant to speak English because lack of interest from the students and the method that the teacher mostly use in teaching speaking skill that cannot get students' attention. No activity forces them to speak in English, that is why students' speaking skill cannot improve. The researcher's statement of those problems can be formulated as follow: Can speaking skill of the eighth- grade students of SMPN 3 Ubud in the academic year 2023/2024 be improved through role play?

## **1.3 Objective of the Study**

To be able to answer the statement of research question, the objective of the study defines as the goal of the research. In this present research study, the eighth-grade students of SMPN 3 Ubud still have a problem in speaking. Thus, the researcher applied the use of role play to be implemented in this research. The researcher think that role play is the best strategy to use in order to improve the students' speaking skill since they need to perform a brief dialog test. Not only their speaking skill, this

technique can also boost their confidence in speaking since they need to perform in front of the class. Based on the research problem, the objective of this study is to find out whether or not role play can improve the speaking skill of the eighth-grade students of SMPN 3 Ubud in the academic year 2023/2024.

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

Based on the purpose above, the limitation of the study is actually based on the complexity and broadness of the problem that is being discussed. The limitation of research is very important because it prevents the discussion become broad and to make the research more specific and focus on the main problem that is being studied. The researcher limited this research study on improving speaking skill of the eighth-grade students of SMPN 3 Ubud in the academic year 2023/2024 through role play as the main problem. Moreover, in this research study, the researcher adapted the curriculum Merdeka that is used in SMPN 3 Ubud.

The researcher took one of the main competency and basic competency of curriculum Merdeka. The main competency is in part of KI-4 (the fourth main competency): students are expected to Write simple spoken text for pronunciation and response asking for attention, checking for understanding, appreciating good performance, and asking and expressing opinions by paying attention to social functions, text structures, and linguistic elements that are correct and in context. Based on the problem identification above, in this study, researcher limited the use of role play in Asking and Offering Help learning material which was conducted in the field collaboratively to improve students' speaking skill according to the five components;

grammar, pronunciation, vocabulary, fluency, and comprehension.

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

The concern of this research study is improving speaking skill by using role-play technique. In this present study, the result is highly expected to provide significant impacts of the research finding. In terms of theoretical as well as practical significance in the context of improving speaking ability, the researcher is also anticipated to have additional benefits for the teacher, student, and other researchers. As this research study is concerned on the use of role play technique to improve speaking skill, the researcher expects that the result of this research study can be useful whether theoretical or practically for both students and teachers of SMPN 3 Ubud and also for other researcher. The result of this research study is expected to support the learning activities as follows:

Theoretically, the result of the present research is expected to show that the use of role play techniques effectively improves the student's speaking skills. Besides that, the result of the study is expected to give an alternative source and references to other researchers in their attempts especially to improve the speaking skill through role play. This study provides more empirical analysis in examining the efficacy of using role-playing techniques while also supporting preexisting hypotheses or serving as a reference for other researchers. In addition, this research's findings have been used as empirical evidence of English method and working knowledge, particularly when teaching students about speaking and expressing their experiences through role-playing. The discovery is also anticipated to be utilized as proof that this method is



successful in enhancing speaking skills.

Practically, the result of this classroom action research study is looked forward to giving a benefit to the teacher, students and also other researchers. The results of this study are expected to provide feedback to English teachers who teach speaking and serve as a model for how to motivate students to learn English. Role-playing techniques were used to help students learn to speak, and this helped teachers determine the best methods for teaching speaking and learning in general. On the other hand, for the teacher, researcher expect that this study can give feedback and guidance to the teacher so that the teacher can use a proper technique such as Role-Play technique in the learning process in order to help the student to achieve what is expected and also to stimulate the students and make the learning process more interesting. For the students, it is expected that their speaking skill gets a lot of improvement of the five components of speaking skill which should be mastered. For other researchers, this research study is expected to act as a reference for other researchers to know about improving speaking skill through role play in order to conduct a better future research.

## **1.6 Definition of Key Term**

In other to avoid misunderstanding, ambiguity, and confusion in the perception of some key term which are used in the present study, the researcher would like to explain the key term on this research study as follows:

### **1.6.1 Speaking Skill**

Speaking skill in this study is operationally defined as the ability of the eighth-

grade students of SMP N 3 Ubud in the academic year 2023/2024 in expressing their ideas by doing conversation in the class and acting their role based on the situation given by the teacher about asking and offering help material. The speaking skill will be assessed through performing a short dialog about asking and offering help material. The assessment will concern on some criteria such as : grammar, comprehension, and fluency.

### 1.6.2 Role-Play Technique

Role-Play technique is operationally defined as a technique that can help the eighth-grade students in SMPN 3 Ubud develop a range of speech function and interaction management skills. The use of role play technique in this research is expected to be a useful teaching technique to encourage students in speaking English and force the students to speak in English, especially for the eight-grade students of SMPN 3 Ubud. Students learned and practiced more new terminology through role-playing that they might not have otherwise encountered. A vast vocabulary given students more courage and make them feel challenged, allowing them to practice it both inside and outside of the classroom. Students were requested to create groups of two or more people for this role-play. Then they acted out a different character or characters in a story after being provided a circumstance including the provision of material, asking for and providing opinions. Role play technique may provide more opportunities for students to speak English.

## CHAPTER II

### THEORITICAL AND EMPIRICAL REVIEW

#### 2.1 Theoretical Review

A theoretical review is a review of theories that are related to the study which is done by the researcher. good research study must be accomplished based on some relevant theoretical review because it gives a basic thought about some key terms which are equipped by some expert theories. On the other hand, it used as a framework to solve the problem in the present study in order. In this chapter, the researcher elaborates the points theoretical reviews which are related with the literature review in this study. This study was conducted under some following theoretical reviews, those are : speaking skill, and role play technique and assessment of speaking skill.

##### 2.1.1 Speaking Skill

Speaking is one of the basic skill students need to master. Many experts have their ideas in defining the meaning of speaking. Speaking is perhaps the most demanding skill for teacher to teach (Scott and Ytreberg, 2004:125). Speakers talk to have some effect on their listeners. When speaking to other people, speakers try to make their communication run well. Speakers have to speak when they want to assert things to change their knowledge. they ask them to do things for them. In speaking, communication between two people should happen. This skill takes courage and confident to do in order to master.

Speaking is a way of message in saying ideas, knowledge and feeling to other

people. It is the most important method in which the narrator can state himself with a language. According to Harmer (2001:269) capability to speak fluently by using their knowledge, information and say it by on the spot. It needs the ability to assist in the management of speaking. It occurs in the real condition and has a little time for planning it. Therefore, the fluency is needed to reach the aim of the conversation. Richards (2008:19) argued that speaking is exploring idea, acquiring something done, subtraction various aspects of world or basically being together. It means that if learners can speak accurately or fluently will help them communicate easily and explore their idea. Speaking English also helps students get up-to-date information field about health, technology and science.

According to Luoma (2004:1) the ability to speak in a foreign language is at the very heart of what it means to be able to use a foreign language. personality, self-image, knowledge of the world and the ability to reason and express thoughts are all reflected in spoken performance in a foreign language. It is quite rare for the teaching of a foreign language to not involve students and teachers utilizing the language in class, even if this is frequently the restricted goal of many learners. Undoubtedly, the goal of many students is to be able to communicate with friends, coworkers, guests, and even complete strangers in their language or in a language that both speakers can comprehend. However, speaking a foreign language is incredibly challenging, and being proficient in speaking takes a lot of practice. To talk in a foreign language, a learner needs to be fluent in the language's sound system, have virtually instant access to the necessary vocabulary, and be able to string words together clearly and quickly.

They must also be able to reply correctly and comprehend what is being said to them in order to maintain a positive relationship or to accomplish their communicative objectives.

Cameron (2001:41) argued that it is also mains to organize the communication so the listener will understand what the speaker said. Speaking is essential for language learners because the first appearance of communication is speaking. In their daily life, they are expected to be able to speak English accurately, acceptably, and fluently. It requires a lot of exercise to be able to speak easily in a foreign language. Pinter (2006:55) said that, speaking can be started by repeating models, drilling set phrases and practicing. It means that making conversation with others in some situations where contribution of spontaneous are required. So, the fluency of speakers have to be learned not only language which we used but also what the suitable things which we said in certain situations. It is hard and lengthy procedure to be able to master all sub skills.

Cameron (2001:40) argued that to express meaning, the use of language is needed in speaking so other people can understand what we say. It indicates that speaking consists of creating systematic verbal utterances to express meaning which will make other people understand what we are saying clearly. Then, it is often impulsive, evolving open, and open-ended, but it is not totally unpredictable. According to Nunan (1991:23) speaking is explained as the action as the capability to state oneself in the condition, or the action to report performs, or conditions in particular statements or the capability to converse or to communicate a sequence of

ideas confidently. Richards (2008:19) said that the priorities of many foreign language or second language learners are to mastery speaking skill. So learners have to evaluate their achievement in language learning as equal as the efficiency of their English course rooted in how much they think and they have upgraded in their spoken language proficiency.

In line with Pollard (2008:33) said that this is hardly surprising when one considers everything that is involved when speaking: ideas, what to say, language, how to use grammar and vocabulary, pronunciation as well as listening to and reacting to the person they are communicating with. Therefore, giving a chance for each student to speak is a must for the teacher to do to able to make them speak, then gradually motivates the students to be confident and eager to convey something. There are several reasons may affect why speaking skill is considered as a difficult skill to be mastered; first, the students are reluctant to speak a foreign language because there is no motivation to do and there is no interesting environment to help them learn English by surrounding. Second, another reason is caused by the technique used by the teacher in teaching speaking skill is not suitable enough to make them eager to learn speaking English well.

According to Thornbury (2005:1) speaking skill is so much a part of daily life that people take it for granted. He also stated that there are two main purposes of speaking; first, speaking serves either a transactional function, in that its primary purpose is to convey information and facilitate the exchange of goods of service; second, it serves an interpersonal function, is to establish and maintain social

relationships. Seeing its greatly affects the life interaction to prepare them to get better in communicating with other people as the lingua franca.

According to Turk (2003:1) speaking is like most of the things people do, can be learned. It is not a mysterious gift, something in born in the lucky and denied to ordinary mortals. Speaking skill must have self-awareness, self-motivation, and positive behavior patterns, and must make efforts to avoid communication errors. Habits formed without thought, mannerisms which have been reinforced over years of use, assumptions which have never been analyzed, can be remodeled by thinking about the task of effective speaking. In the other hand, learners need to know how speakers differ from one another and how particular circumstances call for different forms of speech. They can learn how speaking styles affect listeners. Thus, the rate at which they speak, the volume and the precision of pronunciation may differ substantially from one situation to another, Wallace (2004:10).

According to the theories, speaking is the ability to express something through a spoken medium. Speaking is an activity where people putting the ideas into words about someone's perception, feelings, and intentions to communicate with other people. People have to speak to express their ideas about something. If they want something, they need to say it in order to make other people understand. It is one of the fundamental skills in teaching English. Besides that, it is vitally important to have thought about what activity will be achieved. Thus, it may help to create an English environment and encourage them to use English appropriately. So, speaking is one of the most important aspects of doing communication.

## 2.1.2 Role Play Technique

Role Play Technique is defined as a technique for teaching and most likely used for teaching speaking skill. Role-play is any speaking activity when the subjects either put their self into somebody else's shoes, or when they stay in their own shoes but put their self into an imaginary situation. Role-play is a prime example of an experiential learning technique that can enhance learning in the adult student. Students assume roles in a real-world scenario, and must apply and develop the actual skills required to handle the situation or solve the problem presented. Role play has proven its effectiveness in teaching speaking skill. According to Tsering (2022) Role play is the process of bringing a real-life situation into the classroom and having students imagine and enact the role of a character.

Broughton et al. (2003:82) stated that role playing 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 continued practice is turning into active production. Additionally, students learn how to communicate their thoughts, opinions, and feelings to others by using utterances in the target language through role-playing exercises or other methods. By using this strategy, students have the opportunity to communicate in an engaging manner and even take on different personas. Role play can therefore help students become more proficient speakers. The students can use role play to give themselves some time to prepare their comments. As a result, their discourse can be effectively planned and understood.

Role playing is basically an active pedagogical approach where students engage



in relevant scenarios in order to gain cognitive, affective, and behavioral understanding. They may “act out” imaginary characters or, in some instances, play themselves. Additionally, scenarios may be contemporary or historical. In this activity not only their speaking skill can be improved, but also their creativity because they need to picture some situations which they have never been in and act as normal as possible. This kind of learning method will stimulate the students to think outside the box and try to imagine the situations given by the teacher. This method can give the students a significant impact in their learning process since they will experience a direct situation.

Not only effective, role play is also fun to do because students can experience random situations to play. Teacher can try to create a conversation as interesting as possible or the teacher can ask the student to conduct their own dialog to be performed in front of the class. According to Richards (2003: 222) role play has appeal for students because it allows students to pretend to be in various social contexts and have various imaginations to be creative and put themselves in other people's shoes for a while. This can stimulate their creativity in speaking and also force them to be creative. By doing this technique, the learning process will be more interesting because the students are included in the process and they have their chance to explore and develop their ability and imagination.

Role playing is a two-ways teaching technique because this technique needs the students to participate most of the time during the process. Role play technique is like a game for the students because this technique is interesting and force the students to

act out. This technique is also can develop students' confident because this technique needs the student to do action by performing a conversation in front of the class. This is a good technique to use in teaching students who are shy or not confident to speak and start to build their confident. This technique has already proven effective in developing students' confident in speaking and mostly used in order to improve students who face a difficulty in speaking.

Richards (2006:20) states that role play is an activity in which students are assigned roles and improvise a scene or exchange based on given information or clues. Furthermore, Harmer (2007:17) writes that role play can be used to encourage oral fluency or to train students for specific purpose. The circumstance which is actually needed can be stimulated in the classroom, such as how the students in vocational school are trained to practice about how to book a hotel room and an airplane ticket, etc. The students will feel more comfortable speaking their minds by adopting a different persona during a role-playing exercise. Because the topic of the role play will be chosen based on a circumstance that would actually occur in real life, role play also provides the students some time to consider what they are going to say, allowing them to have a well-prepared dialogue.

Role play is a popular learning method for English speaking classes that can help students reinforce or revise vocabulary and expressions learned in class. By using role play technique, teachers can see students' ability in speaking English in order to improve them. In line with Yuliana, Kristiawan, and Suhartie (2014) discovered that students taught by using role-play achieved higher scores on the speaking test than

their counterparts who were exposed to different teaching methods. This has proven that role play is one of the most effective teaching technique to use in improving students' skill in speaking. That is why role play is considered as the best method to use to teach speaking skill.

Role play is very important in teaching speaking because it gives students an opportunity to practice communicating in different social contexts and in different social roles and try to have a dialog about the situations. In addition, it also allows students to be creative and to put themselves in another person's place for a while. According to Hattings (1993:165), based on his observation in the conversation class, the 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.

The effect of Role Play technique in improving student's speaking skill had been well documented by researchers through the years and all the results are positive in improving students' ability in speaking. Puspitorini (2018) revealed that there is a significant effect of using role play in teaching English speaking skill to the students. Eppendi (2016) stated that role play naturally could motivate and attract students' attention to study English speaking. By applying role play, students are more engaged in the learning process. Besides, by doing practice like role play, students will feel excited and finally enjoy the learning process to be active orally to practice speaking English in the classroom.

Students can access a variety of social environments for spoken interactions through role play. According to Hamzah (2009), role- playing involves the following steps:

1. The first stage is to divide the class into groups based on the number of pupils.
2. In the second stage, the instructor provides a lesson-related explanation and a dialogue example.
3. In the third step, the instructor asks the class to act out the predetermined scenario. The kids who are being exhibited are visible to other students, who pay attention to them.
4. Finally, each group's remarks need to be provided by the students.

The goal of the role-playing is to develop the established fundamental competencies. In this instance, reading comprehension helps students look for opportunities to develop their ability to imagine themselves in different roles in various dialogue scenarios.

Setting up this kind of activity can take a while because careful planning is necessary for it to function properly. Avoid the temptation to omit preparation in order to save time since they need to leave plenty of time for input of the topic and language, preparation, the actual role play, and feedback. Do not anticipate being able to complete a role play fast because it is crucial to comment on both the language used and the content of what was stated during the post-role play discussion. On the other hand, role

play can be a straightforward and condensed organizing strategy. Additionally, it is quite versatile, providing considerably more room for the use of personal creativity, initiative, and variation. Additionally, simulation includes role play.

### **2.1.3 Assessment of Speaking Skill**

Assessment is a process of evaluation. In term of education, assessment refers to the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students. With this process, teacher can see how far the students make progress during the learning process. There are various ways to assess students ability or skill. This makes the teacher needs to choose carefully a method to use in order to suits the students' learning habit and style so the assessment process makes a significant impacts.

The process of assessment involves gathering and examining data in order to gauge students' academic progress. The purpose of assessment activities is to gather, evaluate, and interpret data on students' progress in the teaching and learning process in a systematic and continuous manner. Nunan (2004:138) states that assessment in procedures for collecting the students' data. Assessment it thus a subset of evaluation. Testing is performance. In other word, assessment subsumes testing and is, in turn, subsumed by evaluation. In other to assess and evaluate oral English communication, the method used is depended on the purpose of the assessment.

Brown (2001:267) stated that speaking is an interactive process of constructing meaning that involves involving, producing, receiving and processing information and

the presence of speaker and listener. Communicating is the way individual can show their feeling, tell their thoughts, ask question, and persuade each other. Through speaking, people can understand one's intention. This complexity makes it harder when it comes to assessing speaking skill. In assessing speaking skill, it is important to focus on so many aspects of speaking such as fluency, pronunciation, vocabulary. Therefore, there are so many types of speaking skill assessment.

Speaking ability is a crucial component of the language education curriculum, making it a crucial component of assessment. Assessing speaking is challenging, however, because there are so many factors that influence our impression of how well someone can speak a language, and because we expect emphasize test or assess on speaking class because the learning speaking through the method offered (Louma, 2004:1). When we are assessing speaking, we guide the examinees' talk by the tasks that we give them (Louma, 2004:29). According to Brown (2004:4) assessment is an ongoing process that encompasses a much wider domain. Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously assesses the students' performance. Thus, the assessment can help the teacher to know the learners' improvement after the learning process as well as to let the learners know their progress in the learning process.

Brown (2001:4) stated that assessment is an ongoing process that encompasses a much wider domain. 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. Assessment is thus a subset of evaluation. Testing is one

form of assessment. It includes the more formal collection of data on learner performance. By using an assessment, the real data is collected as a reference in teaching learning progress. Then the data will be processed to get the final result to see whether or not students achieve the learning goal.

According to Luoma (2004:2), assessing speaking is the oral part of communicative language assessment. As no two conversations are ever the same, even when they are about the same subject and the speakers have the same roles and objectives, it is frequently tested in real interactions where the test discourse is not totally predictable. Additionally, by grading the pupils, the teacher can gauge how well the students comprehend the subject covered in class. Both students and teachers can utilize the evaluation results as a basis for reflection. Additionally, it demonstrates how effectively teaching and learning are carried out.

Briently in Carter and Nunan (2001:137) state that the term assessment refers to a variety of ways of collecting information on a learner's language ability or learner's achievement. Despite the fact that the terms testing and assessment are sometimes used interchangeably, the latter is an umbrella term that includes quantitative tools used on a regular basis, like tests, as well as qualitative means of observing students' progress, such observation, simulations, and project work. Assessment, on the other hand, is not only concerned with what each individual student has learned but also with the broader language program, particularly the English program.

According to Nunan (2004:139), there are recommendations to improve the

speaking ability. There are three recommendation of teaching learning process. Those criterions consist of: evaluating learning achievements, teaching habits and skills, the experience of work on this theme leads to the following recommendations for improving classroom practice:

1. The criteria for evaluating any learning achievements must be made transparent to students to enable them to have a clear overview both of the aims of their work and of what it means to complete it successfully. Such criteria may well be abstract-concrete examples should be used in modelling exercises to develop understanding.
2. Students should be taught the habits and skills of collaboration in peer-assessment, both because these are of intrinsic value and because peer-assessment can help develop the objectivity required for effective self-assessment.
3. Students should be encouraged to bear in mind the aims of their work and to assess their own progress to meet these aims as they were able to guide own work and so become independent learners.

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In the learning process, assessment has a function for measure the students' improvement, in line with Brown (2004:6) stated that there are two other functions of an assessment commonly identified in the literature are formative and summative assessment. Most of our classroom assessment is formative assessment: evaluating students in the process of “forming” their competencies and skills to help them to continue that growth process. Meanwhile, Summative assessment aims to measure or



summarize, what a student has grasped, and typically occurs at the end of a course or unit of instruction. A summation of what a student has learned implies looking back and taking stock of how well that student has accomplished objectives but does not necessarily point the way to future progress. Final exams in a course and general proficiency exams are examples of summative assessment. Besides, Brown (2004:172) states that speaking skill has five components that should be mastered and those must be assessed too. The five components must be considered to be assessed in speaking skill such as comprehension, fluency, pronunciation, vocabulary and grammar.

Fulcher and Davidson (2007:196) 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 the process of teaching and learning, the students must be more engaged in order to put into practice what the instructor discusses in the classroom. Any evaluation should serve as a roadmap for teachers to reinforce their priorities and assist students in identifying the tasks, information, and comprehension that are most crucial to their development. Assessment of the student should be explicitly related to their learning process and degree program outcomes; otherwise, it may appear that the teacher is inviting the student to figure these things out on their own. In this classroom action study, the researcher will administer a number of tests while the students are being taught and learning in order to evaluate their speaking skills.

In this study, the assessments that used was role play in the form of dialog

performance test that required students to be involved in the process of comprehending and then arranging dialog to be performed in front of the class assessed as performance test. The researcher focused on testing the subjects' performance in speaking skills with four main components in speaking skills such as pronunciation, fluency, comprehension, and grammar. In relation to this study, the speaking skill of the students was assessed in oral test. The students were asked to construct a short dialogue or conversation based on situations given by the teacher; in addition, the students have to perform it in front of the class with their partner. The topics or situations given are daily social interaction which includes: asking for and offering help.

## **2.2 Empirical Review**

Several studies have been conducted as a basis for consideration. 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 wants to improve the speaking skill through role-play. After looking for some references related to the research that is going to be done by the researcher, the researcher found some similar evidence that has been done in the previous time by another researchers. In this presentation of the study, the researcher decides to make some reviews from the two previous researchers as follows:

The first research which was done by Mariani in the academic year 2019/2020, entitled "Improving Students' Speaking Skill through Role Play (An Action Research for the Eight Grade Students of SMP Negeri 1 Pedongga)". This research aims to

improve students speaking skill and uses fun role play activities. A pre-test and a post-test were used in this study as different forms of her testing. Apart from the positive and straightforward response in the study that demonstrated improvement cycles after utilizing the Role Play technique, similar outcomes were attained in the experiments. The result shows that students can improve their speaking skill through Role Play Technique.

The second research entitled “The use of Role-Play in Improving Speaking Skill of the Eighth-Grade Students of SMPN 2 Ubud In Academic Year 2022/2023” conducted by Listiari (2023). Using pre-test and a post-test as the form of testing, the result shows that students’ speaking skill can be improved through Role Play technique. This is proven by the data of the result in this research study. This research shows that by doing Role Play, students are showing a good improvement and more active in class interaction. The conclusion of this research study is that role play can improve their speaking ability and build their confident in speaking significantly.

Based on the empirical reviews above, the researcher took it as references to do this research study. By using the two empirical reviews above as references, the researcher tried to conduct a similar yet updated research so that it is more relevant to the current year and can become better research in all aspects in it by considering the pre-eminesces and flaws of the two empirical reviews. The researcher tried to differentiate this research from the two empirical reviews. The topic of the study, the research location, and the time of the study are further factors that set this research apart from the two empirical reviews above. This research also has some source and

theories that act as references. The researcher conducted this research under the newest curriculum which will make this research more relevant with the present world of education and more reliable for future research.

