

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Speaking is important with the ability to speak we can convey ideas information with confidence. Speaking involves interactions with one or more participant (Harmer, 2001:271). This means that effective speaking also involves a good idea of listening. Speaking takes place anywhere 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. Another important thing to master the ability to speak is to mastery a lot of vocabulary mastering a lot vocabulary requires as much practice as possible and this is the key to speaking skill. Practice makes perfects, so says an expression. In addition, the ability to master grammar is also very important so that we are fluent in English.

Speaking is a productive skill of language learning, it involves communicative performance and other important elements, such as pronunciation, intonation, grammar, vocabulary, etc. to make the learners be able to use the target language in communication. These elements should be taught in any language learning, besides when they are able to speak well, they

would be good in communication. by speaking student would be able to share their idea, thought, feeling, and many people and sources.

Pollard (2008:33) states that speaking is one of the most difficult skills for students to master. thus, the student has to produce oral spoken language and deliver their ideas as clear as possible. in addition, the average person produces thousands of words but students were hard to speak because they are afraid of making mistakes when performing oral activity. The nature and structure in speaking student forget that make them struggle to achieve this ability until they have to learn how to it all over again in a foreign language. Speaking is so much part of daily life that people take it for granted (Thornbury, 2005:1). it means that speaking, is such an essential part of activity that people do in their life and as a student in learning where they express their feeling using language as well.

There are many teaching techniques in speaking one of them is role play technique. This is one of good techniques to facilitate conversation and also to make students develop their ideas while speaking. Role play is a technique to teach by setting up the students in pair or group. The purpose of implementing role play is to generate opportunities for the students to become more active in teaching learning speaking. Role play gives the students more practice in different social context and role play. The teacher asks to make some groups which consist three until four subject and then the teacher asks them to choose a situation that is provided. Before the students make a short role play, the teacher show the video to set up the situations, finally the teachers ask the students perform their role play in front of the class.

In teaching learning process through the implementing of role play technique, there are some strengths of role play for example, and it gives the students the opportunity to practice in different social context and different social roles. Besides, it can encourage the student to create their performance as well as possible due to the freedom given to them to make up dialogue by themselves. Therefore, it may also allow them to be forthright in giving their opinions and the teacher did not ask the students to only retell what is already prepared by their teacher. In addition, teaching speaking through role play makes the students to be more active during the class, it is an excellent technique to be implemented in the classroom because students are the one who give more contribution, in conclusion by using role play it is expected the problems that was facade by students can be solved classily.

Thousands and even millions of people who want to learn English Apart from all aspects that must be considered in mastering the ability to speak. The most important thing to that a person must have confidence in mastering the ability to speak (Yanto, 2015). feeling embarrassed when speaking English is equivalent to putting shame on its place. Shame that is not in place.

In testing a person 'speaking ability sometimes someone feels confused, because they find some problems in speaking (Hughes, 2003:hal.88-89).among them, such as a person who is good a pronouncing every words but in fact he fails to communicate his ideas, a person who speaks disjointedly but has good grammar and other difficulties. Practicing speaking English in the classroom should use appropriate technique or strategy in order to make students speaking skill can improved and enjoy the learning process. According to Brown

(2004:10) speaking is productive skill that can be directly seen by other people when they are able to speak fluently with no hesitation. By learning and mastering speaking skill, student is able to communicate with their friends, make themselves confidence to use the language skill in the classroom and expressing their feeling and opinion.

In teaching speaking, the teacher should be able to make an interesting topic and apply a suitable technique. This can motivate student to speak more because speaking skill emphasizes student's ability to speak as much as possible. the interesting topic can relate to their environment and their life. in addition, the teacher has to instruct student but they do not give a correction to their speaking ability directly.it foster them to be confident to explore their ideas so that they are not afraid making mistake in speaking classroom.

Based I have done interview one of teacher in SMP Negeri 7 Denpasar and most of the student in Eighth-grade their have a problem to improving speaking skill like, pronunciation, vocabulary, grammar, and fluency. looking are the problem so I choose the strategy the use role plays to improving speaking skill to solve the problem. On the explanation above, teaching technique that used by the teacher may give affects to the students learning achievement and it could increase their motivation in learning .thus the use of appropriate technique is very important in order to improve student speaking skill.one of the effective techniques that is appropriate to improve students speaking skill is role play technique.is what is killed the dreams of thousands and even millions of people who want to learn English Apart from all aspects that must be considered in mastering the ability to speak. The most important thing to that a

person must have confidence in mastering the ability to speak (Yanto, 2015). feeling embarrassed when speaking English is equivalent to putting shame on its place.

In conclusion, the researcher's teaching technique improving students' speaking skill through role play strategy in teaching and learning activity. By using role play strategy, students are expected to be able to increase their skill especially speaking skill. Based on the reason above, the researcher conducted research Entitled "The Use of Role Play to Improve Speaking Skill of the Eighth-Grade Students of SMP Negeri 7 Denpasar in Academic Year 2022/2023"

1.2 Research Problem

According to the description above, the Eighth-grade student of SMP Negeri 7 Denpasar had difficulties in improving speaking skill. It was found that the student was faced problem included pronunciation, grammar, vocabulary, fluency. The research questions can be formulated as follow: Can role play improve speaking skill of the eighth-grade students of SMP Negeri 7 Denpasar in academic year 2022/2023?

1.3 Objective of the Study

Speaking skill of the Eighth-grade students of SMP Negeri 7 Denpasar needed to be improved. Actually, there are many techniques that can be used and applied to improve student speaking skill. one of the appropriate techniques was using role play. The objectives of the study are intended to answer and find out to whether the use of role play to improve speaking skill. The research

expects the teaching of use role play 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 research 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 only limited speaking skill with the focus on the improvement of pronunciation, fluency, grammar, and comprehension of the use of role play to improve speaking skill of the eighth-grade student of SMP Negeri 7 Denpasar in academic year 2022/2023.

1.5 Significance of the Study

The present was mainly intended to know how the technique can solve the problems face by the students and English teachers in improving students speaking skill. This research was concerned on the use of role play to improving speaking skill of the Eighth-grade student of SMP Negeri 7 Denpasar as the teaching technique. The benefits of this study are to improve children's speaking, creative thinking and reasoning skills, while the benefit for teachers is that teachers can improve the quality of learning in the classroom with a variety of role playing.

Theoretically, this research is expected to support the existing theories and of working knowledge and principle of English language teaching particularly to the achievement of the students' speaking skills by using role play 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 6 implementation of role play. Furthermore, the result of this study is expected to enrich theories and can be a reference for future studies related to role play in improving speaking skills. 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 education feedback such as the English teacher, the finding of this study would help teacher in determining the methods and techniques of teaching as way to create new atmosphere and new habit which can improve student's motivation and confidence and learning. For Eighth grade, student of the study to help student in understanding more the material given by teacher.

1.6 Definition of Key Term

The title of the present study was "the use of role Play to improve speaking skill of the Eighth-grade student of SMP Negeri 7 Denpasar in academic year 2022/2023. conducting the present study to improve speaking skill is not easy. in conducting this presents study, some terms will used in this study. as the terms in scientific research sometimes too broad, so there were terms, which will defined operationally to avoid misunderstanding and providing the information for the readers. to make a quite clear comp rending the content in this study there two key terms what will used in this study were clearly defines as follow:

1. Speaking skill

Speaking skill is a skill to convey messages orally to other people.

And also speaking skill is one of the basic skills in learning English that

must be mastered by students. This skill is defined as the ability skill of the Eighth-grade student of SMP Negeri 7 Denpasar in academic year 2022/2023 in constructing and performing short role play. According to sprat and Williams (2005) speaking is almost the same with writing, because they are productive skill.in speaking we produce speech while in writing we produce text. Speaking involves speech in order to express meaning to other people (p.38) that is why people have conversation with other to express meaning. A speaking need participant, a receiver and the message as the basic requirements.

2. Role play

Role play is defined as a teaching technique used by English teachers in teaching speaking in which the teacher begins to give situations and roles and students are asked to make groups consisting of students. Students are asked to listen to instructions or directions to help imagine a brief role-play situation. After that, students were asked to make new groups consisting of students who got the same role to prepare their own roles in group discussions together. Students were finally asked to do a short role play in front of the class orally. According to burden and Byrd (2010) role play is a student's direct activity in which student act out or dramatize a particular situation, circumstance, or idea." (P.156) The teacher role is the facilitator in role play learning and leads the follow up discussion. Students act out certain situation based on the topic that they learn in learning activity. role play is one of different ways to teach foreign language culture. Such words as role play, simulation, drama,

and game are something used interchangeably, but in fact, they illustrate different notions.



CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

The theoretical review should be conducted in a scientific study which gives meaning of word in term of the theories of specific displace and it should be based on some relevant theoretical constructs to give practice significances and empirical Evidences' theoretical review is a review of the theories that are related to the conducted study.it is used to supported by theories which have already been given by the experts. There are some sources from several literatures that are related and support this study. The present study is conducted based on some theories that are stated in the form of some theoretical frameworks such as speaking skill, role play, assessing speaking.

2.1.1 Speaking Skill

The four language skills like listening, speaking, reading, and writing become the main requirements in which each supports the others in learning a language ,speaking is ability that should be improved speaking is way to show, deliver, and transfer information orally about ideas and thoughts from speakers to listeners.in addition, speaking is a basic language skill which is significantly important since it is key of communication in sharing idea ,feeling ,opinion, and information, moreover ,speaking is also an interaction which refers to a casual conversation and describes conversation that serves a primary social function and also the speakers have to be competent in speaking skill. Thus, the teacher needs to be smart how to make the students actives and understand.

Richard (2008:19) states that mastery of speaking English is appropriate for many second language or foreign language learners. If the student can speak English fluently that can help them so easy communicate and also explore their ideas. Speaking English well also help student to access up-to date information in fields including science, technology, furthermore, health. Moreover, the four-language skill like listening speaking reading, writing become the main requirements in which each supports the others.

Speaking as a skill is used by society to be able to have relation can be named 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's 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 in includes the habit of their partner. Moreover, turn-talking 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 aspects for student to master. The student has to master all components of speaking skill in order to speak clearly: Moreover, fluently. Fulcher and Davidson (2007:94) state that there are five component of speaking skill that can be defined as follow:

2.1.1.1 Pronunciation

Pronunciation is the way for student to produce clearer language when they are speaking. it means that the student can communication effectively when they have good pronunciation and intonation even though they have limited vocabulary and grammar. Pronunciation is of one 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 thought easy to follow (Gilbert,2008:1). moreover, pronunciation includes all those aspects which make for an easily intelligible and phasing, 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 student to arrange correct sentence in conversation both in written and oral form. Grammar is defined as a systematic way of accounting for and predicting ideal speakers or hearer knowledge or 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 Green Baum and Nelson (2002:1) who argue that grammar refers to the set of rules that allow us to combine word in our language into large units.

The grammar of language is the description of the way in which word can change their form and can be combined into sentence in that language (Harmer, 2001:1), thus, from the statesmen above it can be conclude that the function of grammar is to arrange to the correct meaning of sentence 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

speaker said .moreover ,Nelson(2001:1) states grammar is the study of how words combined to form sentence. thus, from the statement above can be conclude that Grammar is a rule that is needed for the student to combined correct sentence in conversation both in written and oral forms. it can help student to increase their knowledge, including clear and correct sentence construction and proper from of words (Batko,2004:24)

2.1.1.2 Vocabulary

Vocabulary is essential for second language use because without an extensive vocabulary ,we will unable to use the structure and function we way may have learner for comprehensible communication.it can be said that one key the success in communicative ,which is the power of word .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 men's in spoken language or speaking the vocabulary used must by every familiar and it is use in everyday conversation in order to understand the spoken discourse.

Vocabulary is a basic building block off language learning student 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 explained the meaning as well as the spelling and production. Oral vocabulary is the set of words for which know the meaning when we speak or orally. Written vocabulary consists of those words for which the meaning is know when we write or read silent. these are important distinction because the set of words that begging readers know are

mainly oral representation. as they learn to read, written vocabulary comes to play an increasing 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 idiom (Richard Schmidt, 2002:580)

2.1.1.4 Fluency

Fluency is defined as the ability to speak communicatively, fluently and accurately. Fluently usually refers to express oral language freely without interruption. In teaching and learning process, if the teachers want to check fluency, 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 (Polar, 2008:16).

2.1.1.5 Comprehension

Comprehension is an ability to perceive and process stretches of discourse, to formulate representation of 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 the fact that participants fully understand the nature of the research project, even when procedures are complicated 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 listeners 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

Role play is very importance in teaching speaking because it gives students opportunity to practice communicating in different social interaction and social roles.it also allows students to be creative and active. besides, role play can improve learners speaking skill. 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 problems. It allows be spontaneous by releasing creative energy.

Role play is very important in teaching speaking because it gives students the opportunity to practice communicating in different social interactions and social roles. It many situations, it helps students to interact. Teacher has 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 at al, 2007:448). On the other hand, role play can play can be a quite simple and brief technique organize. It is also highly flexible, leaving much more scope for the exercise of individual variation, initiative and imagination.

Broughton et al. (2003:82) state that role playing is a flexible technique which can be used in more structured and predictable will state that role playing is a flexible technique which can be used in more structured and predictable way to the controlled stage, or alternative with less guidance at a later stage where continued practice is turning into active production. Furthermore, through role play activities or techniques the student learners how to express ideas, opinion, or feeling to others by using utterances in target language. The students also get changers to speak in an interesting, way and they may also act as someone else's

by doing this technique. Therefore, role play can improve learners speaking skill. Role Play also gives some times for the students to think about what they are going to say. Thus, their 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 student will be nervous when they have to perform in front of the others, especially the teacher. However, the time will have the student familiarize and more practice their speaking skill in the target language before facing real conversation in a real environment. Student may feel less anxiety when they do real conversation by using the target language because the topic in role play will be set on real-life situations. Thus, student is 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, other are local resident, other are members of an environment mental 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 student prepares in groups, those playing the same role prepare together. They then form new group to carry out the discussion.

2.1.3 Assessment of speaking skill

Assessing is different from testing. assessment means collecting information about learners' performance in order to make judgments about their learning (Spratt et.al.2005:102) it can be carried out through formal assessment and informal assessment. Formal assessment usually uses a kind of test. While

teacher can also informally assess the learners through monitoring or observing them while they are doing ordinary classroom activities. Assessment is an ongoing process that encompasses a much wider domain whenever the student responds to question, offers comment or tries out a new word or structure the teacher subconsciously makes an assessment of student performance (Douglas Brown, 2004:4)

Nunan (2004:138) states that assessment is procedures for collecting the students data assessment in this subject of evaluation, testing is one form of assessment. It includes the more formal collection of data on learner performance in the order word, 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.

Speaking is an important part of the curriculum in language teaching, and this makes it an important object of assessment as well. 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 test

assessment on speaking class because learners and teachers are able to measure how much progression they get after learning speaking through the method offered (Louna,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 schools 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 has an important role in teaching and learning activities.

According to Harmer (2001;100) the teacher gives the students an assessment of how well they have done, whether during a drill or often a longer language production exercise. The teacher will give the assessment based on what activities which they have learnt. the assessment of the performance can be explicit or implicit. Explicit here refers to comment which give 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 student performance are conducted. Furthermore, the teacher may also assess the students by using rubric from some source with the criteria which will be assessed.

By assessing students, the teacher knows how far students improve their skills 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. 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 teacher's work these things out for themselves at first sight.

In this classroom action study, the research 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 student, where they can act as their role in conversation. The criterial of giving score: grammar is the appropriate structure or grammar in constructing the dialogue to avoid misunderstanding, fluently Is the speed and the flow of the student's speech in perfuming the dialogues; in addition, comprehension is the student's understanding about their dialogues, it was about what the speaker said and also what the listeners heard.

2.2 Empirical Review

Empirical Review is a review of related research that has been done where he reviewed research previews that are relevant to this study .Furthermore ,to outline understanding of the theories in this study, the advantages or disadvantages of previous research can be seen in ho the technique are applied and the findings.in conducting this research, research wanted to improve students speaking skill through role play .this the aim is to support this research as successfully as relevant studies are used as empirical review. There are other researchers who consider research as a basic consideration for conducting this research. The related studies used as references will be explained in chronological order below:

The first research was done By Segara (2018) entitled "Improving Speaking Ability through Role Play to the Tenth Grade Students of SMA PGRI 6 Denpasar in Academic year 2017/2018. The objective of this study was intended to know whether or not the speaking skill of the tenth-grade students of SMD Denpasar in academic year 2017/2018 was improved through role play. Proved that the speaking ability of the students was enhanced through role play as the result of the post-test nicely enhanced. Unfortunately, the instruction given was not clear enough that can cause a confusing situation during the implementation of the technique.

The second research was conducted by Pascika (2018) which similar research entitled "Improving Speaking Skill of the Tenth Grade Students of SMAN 2 Denpasar in Academic Year 2017/2018 through Role Play". Moreover, the objective of this study was intended to answer and find out whether or not the speaking skill of the tenth-grade students of SMAN 2 Denpasar in academic 2017/2018 was improved through the implementation of role play. In addition, the data analysis of the study showed that role play technique can improve the students' speaking skills. The minimum passing grade was achieved after applying role play with video. In her study, the researcher showed that there was an improvement after applying role play in improving the students' speaking skill. The researcher also gave a simple example in the learning material. However, the researcher did not use the clear theory from the expert related to role play. Therefore, the step of applying the role play was not explained clearly in the lesson plan. Students were confused to do the role play and the take a long time to understand it. Therefore,

in the present study applied the clear steps of role play adapted from Pollard (2008:36). So that, the students were not confused and did the role play well.

