CHAPTER I

INTRODUCTION

1.1   Background of the Study

Speaking is a key of communication because learning English speaking skills are important. According to Luoma (2004:1) speaking is as an important part of the language teaching curriculum. By mastering speaking skills, people can have conversations, express feelings and ideas and exchange information. Speaking not only produces sound but requires a way to earn certain language points such as: grammar, vocabulary, sound, pronunciation, intonation, pressure, also includes nonverbal communication, such as eye contact, gestures, facial expressions and body language to convince the interlocutor. Not just talking, speaking requires components so that what is given possess meaning or information that is useful for listeners. There are five components of speaking skills such as: comprehension, grammar, vocabulary, pronunciation or accent and fluency (Fulcher and Davidson, 2006:94).

Speaking is also one of the important skills that must be mastered by students in order to communicate in English more fluently and clearly. Speaking involves interaction with one or more parties (Harmer, 2001:271). Interacting with friends in class makes communication more comfortable. Classmates help students improve their speaking skills; students will be more comfortable and freer to express ideas with classmates than with their teachers. Thus, speaking skills can be obtained from practicing speaking with friends and conveying ideas

1

or feelings directly. Speaking practice can be started from the surrounding environment such as family, community and friends at school.

In learning, if students have good speaking skills, it will be easier for them to capture information and provide information to others. Students must dare to speak with confidence. Sometimes students are afraid to speak for reasons or fear of being wrong. In addition to the practice of approaching students, it is also necessary to encourage students to challenge themselves to speak. The teacher is the most important person to provide encouragement with fun learning techniques to students and also must know the extent to which students' speaking levels are with the student assessment. According to Louma (2004:10) it is important to assess students' speaking skills. Because speaking skills are important, it becomes a challenge for teachers to be able to help their students in speaking especially in English lessons both inside and outside the classroom.

According to Polar (2008:33) speaking is one aspect that is difficult for students to master. This difficulty becomes one of the considerations when someone is about to speak because there is a sense of doubt. There are some difficulties in starting to speak which were found at SMPN 2 Ubud in academic year 2022/2023. The researcher found out the students' difficulties in speaking from interviews with English teachers and when giving pre-tests to students. The researcher found that the eighth graders of SMPN 2 Ubud mostly had difficulty in fluency, vocabulary, pronunciation and grammar when they speak in front of the class because students rarely practice speaking in English and students lack vocabulary when speaking, the teachers are also mostly focused on theory not practice. Teaching techniques are still the same from year to year, and teaching

techniques need to be improved so that they are relevant to the daily lives of today's students. The biggest obstacle for students is that they cannot express what they want to say due to lack of vocabulary and they are not confident in speaking English because they are afraid of mispronunciation. In learning English at school, sometimes students get bored with learning techniques that are less varied so that students are less interested and active in class.

In addition, most of the students say the words with mispronunciation. Therefore, to help students improve their speaking skills the researcher offers a technique to overcome this problem. There are many effective techniques for teaching speaking. One of them is the role-play teaching technique. Compared to other techniques, role-play seems to be the most interesting for students because with role-play students can play a lot of new vocabulary and students can express themselves in a role so that learning English is fun.

Role-play is a technique used to teach speaking through the structure of drama lessons that can be used to great effect, challenging students to develop a more sensitive understanding from multiple points of view while honing their language and movement skills. According to Brown (2004:174) role-play is one of the popular learning techniques in the communicative class. In this technique students are paired with four or more people for one group and giving a handout sheet, for the first they can read and study the handout sheet, are given time to discuss to look for unknown word and asking their friends or teacher about the meaning and pronunciation after that give a little more time to practice, with everybody in the room use role play, they can played and known many words and pronunciation, phrases and the rhythm of the language (Homes, 2004: 123).

Students are interested and active in speaking and motivated so that students can express their imagination.

Based on the rationale above, the researcher decided to do this study to help the teacher and the students find the effective technique in teaching learning proses and researches conduct a 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".

1.2   Research Problem

Based on the background of the research above, the low speaking skills of students affect their scores and also their confidence in using English in communication. The teaching and learning process must be improved by using role play techniques as a solution to overcome students' weaknesses in learning English especially speaking. Thus, the problem to be discussed in this study can be formulated as follows: Can the speaking skills of the eighth grade students of SMPN 2 Ubud in academic year 2022/2023 be improved through role-play?

1.3   Objective of the Study

To be able to answer the statement of the research problem above, the purpose of learning speaking skill is to answer and find out whether the skills of the eighth grade students of SMPN 2 Ubud in academic year 2022/2023 can be improved through role-play.

1.4   The of Limitations of Study

The limitations of the research are very important so that the discussion of the problem becomes more specific and avoids a broad discussion. Based on this problem, the researcher wants to improve the speaking skills of eighth grade students of SMPN 2 Ubud in academic year 2022/2023 through role-play as the focus of the research. These limitations are in the current study. To find out the improvement in speaking skills of eighth grade students of SMPN 2 Ubud in academic year 2022/2023 through role-play, 2013 curriculum was applied in the school where this research was conducted. Basic competency 4.4 and the material is chapter IV about come to my birthday, please!

1.5   Significance of the Study

This study examines the students' speaking ability which is improved by the role-play technique. The teacher gives role-play activity so that they can improve students' speaking skills. The teacher provides roles that are in accordance with the daily life of students related to the material so that students are more comfortable in learning. The results of this study are expected to provide benefits both theoretically and practically.

Theoretically, this finding is expected to give a contribution to other similar findings that can help and add references related to improving students' speaking skills using role-play techniques with more empirical facts and more precise data.

Practically these findings can help teachers use role play techniques in interesting, creative and innovative learning so that students become more

courageous and confident in expressing ideas, and opinions during learning so that learning becomes fun, interesting and innovative.

1.6   Definition of Key Terms

There are some operational key terms used in this as follows.

1. Speaking

Speaking is defined as the ability to speak, listen, and convey ideas and opinions so that there is directed and good communication. Speaking skill in this study refers to the ability of the eight grade student of SMPN 2 Ubud in academic year 2022/2023 in speaking skills such as grammar, fluency and comprehension. Having these three components make the ability to speak more focused and certainly increases self-confidence.

2. Role-play

Operationally, role play is defined as teaching technique used by the teacher to improve the students speaking skill at the eighth grade students of SMP N 2 Ubud in which the students are actively involved in role play activity in process of exchanging the students' speaking skill. Moreover, role play is part of comparative learning where student are asked to take a small group consist of three to four students to create their acquisition, liven up drill and express their argument in front of the class.

CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1   Theoretical and Empirical Review

This research is expected to contribute of practical significance and should be carried out on the basis of some relevant theoretical constructs and empirical evidence. This research is based on the following theoretical framework: (1) speaking skills, (2) role-play techniques and (3) assessing of speaking skills.

2.1.1   Speaking Skill

Speaking skill is one of the basic language skills that have an important role compared to other skills because it is significant and useful for communicating. It is said to be a basic language skill because speaking is the first thing that can be practiced when communicating. When speaking, you must also practice so that direct communication can be established. According to Fulcher (2003:23), speaking is the use of language verbally and its purpose is communicating with other people. He also added that in speaking, the speaker builds communication to listeners based on multiple intentions. His intention was to express ideas, opinions, perceptions, and feelings. Speaking is a form of communication, so it is important that what you say is conveyed in the most effective way. When someone wants to convey that idea to others, there is no miss communication between one another, that's why speaking is very important.

Brown (2001:267) states that speaking is an interactive process to construct meaning that involves, produces, receives and processes information and

the presence of speakers and listeners. Communicating is a way that individuals can express their feelings, say their thoughts, ask questions, and persuade one another. By communicating individuals will be able to understand other individuals and can help each other. Communicating also makes it easier for someone to solve a problem such as problems and other things that require opinions from others, for example, deliberation for mutual agreement. With this an individual will be able to understand each other so that good communication is established between each other.

Then, Richards (2008:19) states that mastery of speaking skills in English is a priority for many second or foreign language learners. A student often measures a person's ability to use language. The success of students in learning a foreign language is measured in many ways so that they know how much their speaking skills have improved. Therefore, the teacher tries to get the best method, approach, or technique that is good for improving students' speaking skills because there are various methods, approaches, and techniques that arise from the direct approach where the teacher focuses on the specific characteristics of the spoken interaction to the direct approach. Indirect method in which the teacher focuses on creating appropriate verbal interaction conditions for students.

According to Fulcher and Davidson (2006: 94) there are five components of speaking skill that can be defined as follows:

a. Pronunciation

According to Luoma, (2004:11) the focus on pronunciation accuracy is interesting because it can be judged on the basis of norms and, even if norms are not easily defined by the discussion above, gross deviations from them are quite

easy to notice because, accuracy is related to understanding. Pronunciation is a way for students to produce clearer language when they speak. That is, students can communicate effectively when they have good pronunciation and intonation even though they have limited vocabulary and grammar. Pronunciation refers to the traditional or customary pronunciation of words. From this statement, it can be concluded that pronunciation is the way students produce spoken words clearly when they speak (Kline, 2008: 69). English pronunciation is not the same as mastering an isolated list of sounds or words. Pronunciation when people first speak English still has an accent from the first language, so to adjust it, practice is needed and speak with native speakers directly so that they can adjust the accent.

b. Grammar

Grammar is needed for the students to arrange correct sentences in conversation both in written and oral forms. Grammar is defined as a systematic way of accounting for and predicting an ideal speaker's or hearer's knowledge of the language. This is done by a set of rules or principles that can be used to generate all well form or grammatical utterances in the language (Purpura, 2004:6). Moreover, the other definition of grammar stated by Greenbaum and Nelson (2002:1) argue that grammar refers to the set of rules that allow us to combine words in our language into larger units

c. Vocabulary

Mastery of vocabulary can be easy communication. Vocabulary means proper diction or the most important thing in a language especially in speaking then knowing a lot of vocabulary we will be easier to express our ideas, feelings and thoughts both verbally and in writing. In spoken language, vocabulary tends to be

familiar and everyday (Turk, 2003:87). That is, in spoken or spoken language, the vocabulary used must be very familiar and used in everyday conversation to understand spoken discourse. Vocabulary is the basic building block of language learning. Students need to know words, their meanings, how they are spelled and how they are pronounced. So, when teaching vocabulary, teachers should make sure that they explain the meaning as well as spelling and pronunciation.

d. Comprehension

Comprehension is the ability to understand and process the expanse of discourse, the different pieces of language and the nature of the speaking process means that spoken grammar has the ability to work together in the management of the speaking turn. In this state, fluency in speech requires the capacity to construct a memorized lexical repository and then pronounce it. For starters, speaking is interactive and requires understanding and production. This means that speaking skills are very important because speaking is more than just the ability to form grammatically correct sentences. It functions to make it easier for listeners to catch information from the speaker. Hughes (2003:113) states that the purpose of speaking skills is to develop the ability to interact successfully using language and this involves formulating a representation of the meaning of sentences.

e. Fluency

Fluency is defined as the ability to speak communicatively, smoothly and accurately. Fluency usually refers to expressing spoken language freely without interruption. In the teaching and learning process, if the teacher wants to check the students' fluency, the teacher allows students to express themselves freely without interruption. The goal is to help students speak fluently and easily. The

teacher does not immediately correct while the assumption that too many corrections interfere with the flow of conversation (Pollard, 2008:16).

Based on some of these expert statements, it can be concluded that speaking is to clarify understanding, especially students in the learning process. The teacher must also emphasize the elements that are constructive. Therefore, speaking skills should be taught to students since they enter one's ideas, meanings, information, and thoughts in spoken language productive. According to Richards and Renandya (2002), speaking skill is one of the important parts to communication. Accuracy in teaching speaking skills makes students have the confidence to communicate and express opinions according to the ideas they have. Students will be more daring to appear and express opinions so that speaking skills can be mastered well and are useful for students.

2.1.2 Role-play Techniques

Role-play is one of the learning techniques which can improve students' speaking skills. According to Richards (2003:222) role-play has an attraction 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 the place of others for a while. With this role-play students can feel to be someone else and express themselves as someone. According to Gower (2005:105) a role play is when students take the part of a particular person. Students can pretend to be a singer, dancer, jury or any character. Students will be more active and dissolved in their roles so as to encourage students to improve their speaking skills.

Playing a role involve three or more students. Students take roles and have discussions with everyone who plays their role. The teacher explains and manages

the situation. Students are organized into groups to play the same roles they prepared together. Then, they formed a new group to have a discussion. Gebhard (2000:176) states that when students act out their dialogues, they become a play; the idea is for students to practice and then give a performance in front of the class. Role-play activities are similar to plays in which students are expected to act. However, unlike being given a drama, in role-play, students are not given line names but situations are given a role to play.

An example in this role-play is that students be given situations that they can act on. Some will become village heads, the community, the cleaning service and others. The teacher will help manage their situation so that they understand the role they will get. They then form a new group for discussion (Pollard, 2008: 36). Many students will issue their opinions and ideas so that their group can perform well, all students will contribute to this activity and this will improve students' thinking skills and certainly improve their speaking skills.

Role-play can provide students with a lot of social contexts in interacting through speaking. (Hamzah, 2009); the steps of role-play are defined as follows:

1. The first step is to form groups according to the number of students.

2. The second step, the teacher gives an explanation related to the lesson and the teacher gives an example of dialogue.

3. The third step, the teacher calls the group to carry out the scenario that has been set. Other students see and pay attention to the students who are being demonstrated.

4. Finally, students are asked to provide comments from each

group.

2.1.3   Assessing of Speaking Skills

According to Luoma (2004: 1) assessing speaking is challenging, because there are so many factors that influence our impression of how well a person can speak a language, and because we expect test scores to be accurate and precise. Usually the most widely used techniques are role-play, interviews, live monologues or recordings. In this assessment process which is collecting and analyzing this data aims to measure the results of student achievement. Assessment activities are applied to achieve, analyze, and interpret data about the results of student progress in the teaching and learning process in a systematic and continuous manner.

Carter and Nunan (2001:137) states that the term assessment refers to various ways of gathering information about a learner's language ability or learning achievement. Although assessment is often used interchangeably, the latter is a general term that includes measurement instruments administered on a basis such as tests, as well as qualitative methods for monitoring and recording student learning such as observations, simulations or project work. Assessment is also distinguished from evaluation related to the language program as a whole, especially the English program.

According to Brown (2004:172) speaking assessment includes grammar, pronunciation, fluency, comprehension and vocabulary. In students' speaking skills, there are 3 important assessments used by researchers, namely assessment of students' grammar, students' speaking fluency and comprehend of what students create. Grammatical assessment is important because when speaking, if

you have grammatical errors, it make different meanings. Fluency is important because when speaking, fluency is one of the references for someone who has a large vocabulary and good self-confidence and comprehend is important because by having a good understanding one can understand the intentions of others and that person can provide correct information to others as well.

The rubric used in the research conducted at SMPN 2 Ubud is focusing on 3 components consisting of grammar, fluency and comprehension. This rubric is adapted from Brown (2004:172) about student speaking assessment.

2.2   Empirical Review

This research was conducted to determine the effect of role-play technique in teaching speaking. Speaking is a skill that a person uses to communicate verbally in everyday life both at school and outside of school. Most teachers try to find techniques to get students interested in learning to speak. At least they could speak in simple conversation freely. The first research conducted by Supardika (2018) his research entitled "Improving Speaking Skill of The Tenth Grade Students of SMAN 1 Ubud in Academic Year 2017/2018 Through Role Play" In addition; this study aims to describe the teaching of short dialogue conversation for tenth grade students of SMA N 1 Ubud which can be improved through role-play exercises. The findings can answer research questions. He found that role-play made a significant contribution to improving students' speaking skills. The second research was conducted by Hanu (2020). His research is entitled "Improving Speaking Skill through Role Play of the Eight Grade Students of SMP PGRI 3 Denpasar in Academic Year 2019/2020". The results showed that role-play can improve students' speaking skills. In addition, role-play shows a

positive attitude and students' learning motivation increases positively. In addition, the results of the questionnaire also support the technique used. She suggested that more role-play should be given to students in teaching speaking. Reviewing the study on the application of role-play, it seems that role-play is a good technique.

In this study, researchers conducted research on students' abilities in playing scenarios using role-play techniques. As for some students' abilities that must be improved using this role-play technique, including grammar, fluency and comprehension. According to an interview with an English teacher at school, several factors affect the students' low speaking skills, namely first, they are too shy and afraid to speak in front of the class because they lack confidence. Second, they are unmotivated and lack of exercise. Finally, they need interesting techniques to stimulate them to speak in class. This empirical review makes observations based on the results of previous studies that aim to strengthen the research topic in this study and the function of this term is also as a comparison because this research is relevant and similar to previous research. There are also things that distinguish this research from the previous one, namely the subject of the study, the place of research, the selection of research samples and the time of the study.