

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

Speaking skill is the most important skills for everyone to communicate. However, among the four main language skills, speaking skill is considered the most important skill in learning a foreign or second language. Of the four skills, speaking is the more difficult skill to master. Parupalli (2019) speaking is the most important skill among all four language skills in order to communicate well in this global world. This speaking skill needs to be emphasized in understanding and speaking fluently by introducing this skill early on so that you get used to developing speaking habits.

Speaking is an activity of communicating with other people. Through speaking, students can communicate and share ideas about something in the teaching and learning process (Sasabone et al, 2021). In speaking, the interactive process of meaning construction involves production, reception, and processing. The aim of teaching speaking should be to improve students' communicative skills, because only then can students express themselves and learn to follow appropriate social and cultural rules in any communicative situation, hence the recent pedagogical research. In teaching conversation, students have been given various parameters to develop objectives and techniques. According to Thornbury and Slade (2006:25), conversations are generally informal and interactive conversations between two or more people that occur in real-time and spontaneously, have broad interpersonal functions, and those involved have symmetrical rights.

According to Efrizal (2012), speaking is one way to transfer ideas or messages orally. Speaking is a process of sharing meaning and one indicator of knowing someone in a language. Speaking is essentially based on self-confidence to speak fairly, honestly, correctly and responsibly. The ability to speak conveys or expresses thoughts or feelings as a form of social behaviour. By speaking, students can express ideas and desires to others. Speaking activities in class can help students practice speaking English. In this case, students must study hard to master it and the teacher must create a good atmosphere in the classroom (Akhiruddin, et al, 2019; Sujarwo, et al, 2021).

Having good speaking skills will make it easier for people to send and receive information from others. Dakowska (2005: 231) claims that speaking is now the most emphasized skill in the field of foreign language teaching, but unfortunately, it is also recognized as the most difficult to develop in classroom conditions. This often happens, many people have difficulty practicing speaking skills because of many factors that make it difficult for many people to practice speaking skills. One of them does not know the meaning of the sentence he reads or hears and besides, because they feel shy, nervous and afraid of making mistakes and they do not know how to pronounce the words correctly. Rachman (2017) shows that most students have difficulty speaking even though students know a lot and can also write vocabulary correctly. In general, language skills are developed for successful communication. However, speaking is one of the language skills that are complicated than communication skills, because this activity does not stand alone, because it involves various aspects, not only pronunciation but also grammatical aspects.

Speaking English means being able to interact directly with his abilities. On the other hand, there are students who have difficulty speaking English. When speaking still having doubts can be a problem in speaking. Speaking is a productive skill and a bit difficult to learn. In fact, many students are still shy in starting a conversation and are still awkward in speaking. In addition, the lack of enthusiasm and courage in the process of speaking. Another obstacle in speaking is the lack of interest and motivation in speaking, secondly, the material is difficult to understand, thirdly the application or technique is not appropriate. Students will feel afraid and anxious about speaking English because of low motivation of students. This is a common phenomenon in learning speaking skills. Therefore, it is necessary to stimulate and enrich vocabulary, mastery of grammar, fluency and understanding so as not to get confused in speaking. In addition to stimulation, it is also necessary to increase self-confidence in students, according to Lawrence (2006) which states that self-confidence is a set of beliefs about one's talents and abilities. Thus, students who are confident are successful in their studies because they believe in their abilities and never give up.

Role play is the act of imitating the character and behavior of someone who is different from you. This technique is part of communicative language teaching that develops fluency and introduces new vocabulary. Role playing can help students' motivation and interaction by carrying out communicative activities to master the language that has been learned. Role playing allows students to interact and encourages active participation. Jannah (2011) states that role play is very important in teaching speaking because it gives students the opportunity to practice communicating in different social contexts and in different social roles. When

students start speaking, they may make mistakes but through mistakes, they can use the language properly. Factors that cause teaching errors in speaking are fear and shame to start speaking, in addition to the lack of self-confidence of students. Speaking skills will be difficult to improve if students lack the motivation in practicing foreign languages. In improving speaking skills, role-playing techniques play an important role in teaching speaking because they can provide opportunities for students to play different social roles. Liu and Ding (2009), use the role-play technique to see how students perform in groups when they are given a familiar situation for role-play.

Role-play is an effective tool for creating active communication. Through role-play, students can apply language more easily to new situations. According to Khoiri (2010:45), role-playing is a method that focuses on practicing a dialogue. Role means imitating or pretending a human real life. This strategy gives students the opportunity to demonstrate real-life grammatical communication. Harmer (2007: 352) states that role play can be used to encourage general oral fluency or to train students for specific situations. Role-playing provides an overall picture of real-life situations, students can learn the correct form of communication by having many opportunities to play different roles and be more creative. This role-play technique can increase student interaction to be more active. Students can share personal and imaginary experiences by playing different roles. According to Santosa (2010: 18), the purpose of role-playing is so that students can: (a) understand the feelings of others, (b) place themselves from other people's situations, (c) understand and respect someone's differences of opinion.

When the researcher conducted interviews with English teachers, it was found

that some students' mastery of grammar, fluency, and understanding was still low. The teacher only uses general techniques without explaining in more detail. The ability to speak is usually seen in the activeness of students during the learning process. In teaching speaking, there is an inflectional way so that the ability to teach speaking is improved by using role-playing techniques. The use of role-play techniques provides opportunities for students to practice communicating. This technique is a technique for teaching speaking in pairs or groups. By using role-play in teaching speaking students are expected to achieve their knowledge of speaking skills. That is why the researcher decided to conduct research entitled "Improving Speaking Skill of tenth-grade students of SMK PGRI 2 Denpasar in the academic year 2022/2023 through role play.

## **1.2 Research Problem**

Based on the research background, the students are still low in speaking mastery. This condition must be addressed immediately by applying the role-play technique. In this study, the researcher chose the role-play technique. Therefore, the research problem can be formulated as follows: Can the speaking skills of the tenth-grade students of SMK PGRI 2 Denpasar in the academic year 2022/2023 be improved through a role-play strategy?

## **1.3 Objective of the Study**

To be able to answer the formulation of the problem above, the purpose of this study is to answer and find out whether the speaking skills of class X students of SMK PGRI 2 Denpasar in the 2022/2023 academic year can be improved through role play.

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

Basically, the limitations of this study limit other variables so as not to overlap because it discusses students' speaking skills which are focused on aspects of grammar, vocabulary, comprehension, pronunciation and fluency. In this study, it was used in the form of a short dialogue as a student conversation by giving a situation in the expression or interaction of expressing something and responding to an experienced event by congratulating it. Thus, this study only focuses on the use of role-play techniques to improve the speaking skills of tenth graders at SMK PGRI 2 Denpasar in the academic year 2022/2023.

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

In general, this research is expected to be useful. The results of this study can be useful for students and English teachers in improving students' speaking skills. In this study, there are two meanings of study which are divided into theoretical and practical. Therefore, both theoretically and practically they are briefly described as follows:

Theoretically, this research is expected to be able to support existing theories in the future and can be used as a guide for further research. In this study, the teaching of English by researchers can be used as a reference to improve students' speaking skills using role-play techniques.

Practically, this research is expected to increase students' interest in speaking skills and can motivate students to be more confident in conveying ideas and be more motivated and can improve their speaking skills. This study also provides valuable input for teachers of SMK PGRI 2 Denpasar. It is hoped that they can apply this role play technique, especially in teaching speaking to improve students'



speaking skills and this helps teachers to make students able to pass the minimum graduation threshold.

## **1.6 Definition of Key Term**

### **1.6.1 Speaking Skill**

Speaking skill is operationally defined as the ability of the tenth-grade students of SMK PGRI 2 Denpasar in academic year 2022/2023 in expressing their ideas by playing a role in front of the class and their performance is assessed by scoring rubric.

### **1.6.2 Role Play**

operationally, role play is a learning technique by forming groups or pairs used by teachers to improve the speaking skills of tenth-grade students at SMK PGRI 2 Denpasar for the 2022/2023 academic year, where this role play explains how to explore feelings, behaviours and values score. Playing this role can develop students' imagination and train creativity in planning something. Thus, students can feel from the perspective and way of thinking of others. In this role play, students will form groups of three students per group. After that students are asked to play a character where students will understand how the role will be played with the specified material or even

## **CHAPTER II**

### **THEORETICAL AND EMPIRICAL REVIEW**

#### **2.1 Theoretical Review**

Theoretical review is used to limit the scope of relevant data by focusing on certain variables. As a result, the researcher discussed relevant theories related to improving speaking skills through the role-play technique of tenth graders at SMK PGRI 2 Denpasar in the academic year 2022/2023. Therefore, this research was conducted with a theoretical framework such as: (1) Speaking skills (2) Congratulation and Responding (3) Roleplay (4) Assessing speaking.

##### **2.1.1 Speaking Skill**

Speaking skill is a person's ability to speak in English. Keep in mind that speaking skills are productive skills that can be developed. Speaking ability in English is a basic competency that must be possessed by someone. Lackman (2010) stated that someone's speaking can be mentionable well if it uses speaking skills when we are talking. According to Thornbury (2005), speaking is an interactive process and requires the ability to cooperate in managing the speaking turn. One's speaking ability is a core aspect in teaching speaking. If students can speak fluently that can help them explore ideas fluently. Hybel (2001:45) states that speaking is any process in which people share information, ideas, and feelings; it involves all manners and gestures of body language or anything that adds meaning to a message. It can also help students discover new information in various fields. According to Bahadorfar and Omidvar (2015: 9) speaking skills can be improved speaking skills listeners can understand the words produced by the speaker. Speaking skills lead to the creation and reception of information that needs to be managed, someone with



mastered speaking skills can communicate. People can share ideas or share their feelings with someone, they want the listener to understand what the speaker is saying.

Speaking skills like now students are asked to be more communicative in speaking in the sense that students must improve their speaking skills. Basically, speaking skills make students able to express themselves and can explore language learning through speaking skills. Speaking skills must continue to be trained and emphasized instudents because the use of language determines success in speaking in other words without being trained in a skill they will not get satisfactory results. Arbain and Nur (2017) concluded that these activities motivated students to actively participate in the class. Another expert, Cameron(2001:40) states that speaking is the active use of language to express meaning so that others can understand it. Communication can be established well with the ability to speak can understand each other. The use of speaking skills is very important in speaking in front of many people. The importance of the ability to speak makes it easier for a person in all the little things in everyday life, one example being able to convey an opinion or opinion when organizing.

Speaking skills can be easily understood with the correct words and grammar so that the listeners can easily understand. Another meaning, speaking is the ability to convey information verbally that is effective for listeners to receive. It is emphasized that students train themselves in improving speaking skills because speaking skills are interactive processes of information conveyed and received by listeners. Speaking skills continue to be developed so that students feel confident and fluent in speaking. One of the most important parts of learning speaking skills

because we as a society tend to communicate in our daily life. 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. The importance of teaching speech is to improve students' speaking ability by teaching them how to pronounce the language. Speaking skills are not only possessed by the number of syllables and language structures, but there are other components in speaking skills. There are five general elements in the process of speaking skills:

#### 1. Pronunciation

In pronunciation, emphasizes intonation, and features of the vowel and consonant segments. Pronunciation can make it clear what someone is saying. The pronunciation emphasizes the accent in speaking.

#### 2. Grammar

Grammar refers more to tenses, where the procedure for compiling good sentences orally. Grammar greatly affects the listener's understanding so as not to be misled, it is important to combine the correct words.

#### 3. Fluency

Fluency in speaking is closely related to the practice of speaking skills. If one is engaged in the practice of speaking while speaking one will do so with confidence.

On this fluency refers to the absence of obstacles or barriers to speech.

#### 4. Vocabulary

Development of speaking skills the importance of knowing a minimum of 800 to 1000 words. The importance of mastering word cities in developing ideas or feelings and it will be easier to express everything verbally.

#### 5. Comprehension

Understanding is very necessary for this oral communication, developing the ability to compose words, fluency is needed for listeners to understand information from the speaker

### **2.1.2 Congratulation and Responding**

Congratulation is an expression of someone who has achieved an achievement or has happiness that has been achieved. This material needs to be done because we can learn how to say or congratulate someone. Besides that, it also congratulates someone as a form of appreciation for what has been achieved in order to increase one's motivation to develop even better from the party who was congratulated. Responding to good things will certainly create or establish a good relationship. Responding is an expression of gratitude after being congratulated on an achievement.

### **2.1.3 Role Play**

Role play is a good technique to use in learning to speak. Role play itself is part of the activities for the language teaching approach. According to Brown (2004:174) role-play is a popular pedagogical activity in communicative language teaching classes. This role-play technique can help students to practice speaking English. This technique is actually one way we can give students the opportunity to practice improving a variety of real-life spoken languages in the classroom (Chen-jun, 2006). In addition, this technique can motivate and support students to improve their speaking skills. In this role play, students will be asked to play a character and enter into a situation. Tompkins (2001) defines role-playing as “it is one of the teaching techniques in the classroom that encourages students to” actively participate in the process of learning English.

The use of this technique allows students to exchange different roles, making classroom learning much more enjoyable. The involvement of students in the class is very beneficial and gets better language learning. It is important to use role play to change a child who is passive in speaking to be active with this technique. Role play also makes students respect, whereas when playing a character creates respect for the students themselves. Holt and Kysilka (2006) stated that role-playing techniques can be fun and lead to the development of learning, these techniques can be used as student-student communication, they help EFL students to understand the importance of cooperation and to have an interest in learning.

Role play is a technique of imitating daily life skills by being developed through speaking. This technique helps students to be more active in speaking. While role-playing, students will be given specific roles to play in the conversation. Holt & Kysilka (2006) assert that group work increases the time available for oral interaction and allows many students to take advantage of the time allocated for speaking. Role play can provide students with a lot of social contexts in interacting through speaking. (Hamzah, 2009); the steps of role-playing 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.

This role playing aims to achieve the basic competencies that have been set.

In this case, speaking skills make students find opportunities to improve their imagination skills to become other people in certain situations in dialogue.

#### **2.1.4 Assessing Speaking**

Speaking skills in this case need an assessment to determine the extent to which students' abilities can accept the speaking skills material taught by the teacher. Therefore, the teacher conducts an assessment after the teaching and learning process by giving tests to students. Fulcher (2003) says that the success of a learning program is generally determined by the results of the assessment. The speaking assessment is a procedure for collecting student data as a reference for teaching progress. Every time students answer questions, and make comments, the teacher unconsciously assesses student performance. According to Brown (2004:141-142), all tests are effective, and designing appropriate assessment tasks in speaking begins with the specification of objectives or criteria. These objectives can be classified into several types of speech performances, namely imitative, intensive, extensive, interactive and responsive. According to Brown (2004:172) speaking assessment includes grammar, pronunciation, fluency, comprehension and vocabulary. In speaking, there are three different assessments that researchers use to see how students are doing: their grammar, their speaking fluency, and their comprehension of what students are saying. Grammar is important because if you make any errors while speaking, it can make different meanings. Speaking fluency is important because it is one measure of how well you can speak and sound natural. Finally, comprehension is important because if you can understand what people are saying and what they mean, you can provide them with accurate information.

## 2.2 Empirical Review

Several studies have been carried out as a basis for consideration. By conducting an empirical review conducted to review the relevant research. In conducting this research, the researcher carried out an improvement in speaking skills through the role-play of class X students at SMK PGRI 2 Denpasar in the 2022/2023 academic year.

The researcher found research that Supardika (2018) entitled “Improving Speaking Skill of the Tenth-Grade Students of SMAN 1 Ubud in Academic Year 2017/2018 through Role-play”. The objective of the study was to figure out the effectiveness of role-play technique in teaching speaking to the tenth-grade student of SMAN 1 Ubud in the academic Year 2017/2018. In addition, the researcher found that findings showed that students’ speaking skills of the tenth-grade students of SMA N 1 Ubud in the Academic Year 2017/2018 can be significantly improved by implementing the role play technique.

Other research related to this research was conducted by Zindri Ruben (2019) “Improving Speaking Skill of the Eighth Grade Students of SMP (SLUB) Saraswati 1 Denpasar in Academic Year 2018/2019 Through Role Play” This research was conducted in order to improve students' speaking skills by using role-play. Based on the findings and discussion of the research, it is concluded that the use of role-playing techniques can significantly improve speaking skills. In this study, two types of tests were used, namely pre-test and post-test.

The above research obtained the same results where the research showed the cycle of improvement after applying the roleplay technique, besides that the response was good and positive without any problems. The weakness of the two



researchers was that they did not use media and did not explain the use of roleplay techniques in detail. the researcher has explained the theory entirely and applied teaching techniques correctly.

