

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

Speaking is one of the skills used in communication. There are four main language skills, one of which is speaking, which is an important skill for the development of students in communication. Speaking is a useful skill and demonstrates a student's ability to use the language. In addition, most of the communication is done through dialogue. In short, learning a language is still not complete if one has not achieved mastery of the spoken word. It can be said that speaking is the most common way to convey an idea or information to others, and the ability to speak successfully is the main requirement that must be met. Teaching speaking is different from listening, reading, and writing. Habit formation is required. Because it's real communication, speaking is a productive skill that needs to be practiced as often as possible.

Parupalli (2019) Speaking is the most important skill among the four language skills to be able to communicate well in this global world. This speaking skill must prioritize students' understanding and fluency in speaking. Basically, by introducing this skill from the start, students can get used to developing speaking habits. Speaking is very important for humans; in order for people to communicate, they have to use language. In actual communication, speaking allows people to communicate and socialize. Successful communication requires the listener to understand the intent of the speaker carefully, listen carefully, and speak effectively so that the listener understands the meaning. Speaking is a way of conveying ideas and messages orally.

Speaking skills express thoughts or feelings as a form of social behavior. Speaking is one way of conveying messages verbally. The purpose of speaking skills is to improve students' communicative skills so that they can express themselves in communicative situations. In communicating orally in English, students are expected to be able to express ideas or information as well as possible, including with good accuracy and fluency. Most of them are expected to practice the skills that they have learned in school. Because when they want to get a job, one of the requirements that is needed by the students is having skills in a foreign language, especially English. With high proficiency in English, they will be easier to complete in the global market if they can master English, considering English as an international language that can be used in all areas of work in Indonesian or in other countries all over the world.

Besides that, speaking is also related to human processes and experiences. Speaking is also the most natural way to communicate between humans. Richard (2008; 19) states that in speaking, the speaker tends to get things done, imitate ideas, work on aspects of the world, or just be together. In this study, speaking is an important element in the language learning process. The ability to learn to speak a foreign language is often considered one of the most difficult aspects of learning a language, especially English, for teachers to help their students. Helping students develop speaking skills not only so that they can pass exams from their school but so that they can be useful in the future.

Foreign language ability is a measure of one's success in applying speaking skills. In addition, speaking skills must include understanding what someone is saying and being able to respond appropriately to achieve communicative goals. In

other words, students are expected to be able to express their thoughts and feelings. Speaking is not just making sounds; it is also choosing the right words and putting them together in a constructive way. In teaching speaking skills, objectives and techniques can be developed through teaching conversation. According to Thonbury and Slade (2006:25), conversation in general is an informal and interactive conversation between two or more people that occurs in real-time and spontaneously, has broad interpersonal functions, and those involved have symmetrical rights.

Good speaking skills will make it easier for people to send or receive information from others. According to Polar (2008:33), speaking is one aspect that is difficult for students to master. This skill is difficult to develop in classroom conditions because many factors make it difficult to practice speaking. One of them is a lack of understanding of the meaning of the sentence or word that is heard, or a lack of confidence in conveying a sentence or word correctly. According to Lawrence (2006), which states that self-confidence is the basis of beliefs about one's talents and abilities, The suffering experienced by students will be due to fear due to low student motivation. The suffering experienced by students will be frightening because of low student motivation. Students must dare to speak confidently. Sometimes students are afraid to speak for reasons or are afraid of being wrong.

The researcher found that IPS 2 eleventh-grade students at SMA (SLUA) Saraswati 1 Denpasar mostly experienced difficulties in fluency, vocabulary, pronunciation, and grammar when they spoke in front of the class because students rarely practiced speaking English and there was a lack of students. 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 because of a lack of vocabulary, and they are not confident in speaking English for fear of mispronunciation. In learning English at school, sometimes students get bored with learning techniques that are less varied, so they are less interested and active in class.

Moreover, most of the students pronounce the wrong words. 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 learning technique. Compared to other techniques, role-play seems to be the most interesting for students. In the process of speaking, the role-playing technique is one of the techniques that can be used in the process of developing speaking skills. This technique is an act of imitating the nature and behavior of someone who is different from himself. Brown (2001: 183) argues that roles are carried out by one person, in pairs, or in groups; each person is given a role to achieve a goal. Role play can help motivate students by carrying out communicative activities that train the speaking process. When students start speaking, they may make mistakes in pronunciation or other aspects. Jannah (2011) states that role play is very important in teaching speaking because it provides opportunities for students to practice communicating in different social contexts and in different social roles.

Role-play techniques provide an overview of real-life situations, so students can learn good communication and have many opportunities to play different roles. Role play is an active communication tool and can apply language to new situations.

According to 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. Speaking skills contribute to and provide opportunities for students to increase creativity and imagination. The role-play technique provides opportunities for students to speak in an interesting way. With this technique, students can change to speak in an interesting way, and they can also act as someone else.

Role-play is one of several communication techniques that increase language proficiency and motivation in language learners. Role-play techniques are a good way to improve students' communication skills and increase role-playing fun. Role-play allows students to value and benefit from their role-play experience. By using role-plays, learners can improve their overall communication and speaking skills, communicate with others, and improve their overall language progress. Role-playing is related to language activities that promote collaboration, engagement, and inspiration. According to Ladousse (2008), role-plays increase students' interest in learning English and increase their motivation to speak. Role-plays, drama activities, and games give students confidence in their oral communication skills and develop simulations and systematic communication exercises.

Based on the problems above, there are several problems, namely grammar mastery, fluency, and low student understanding. It is known that in teaching speaking, role-playing techniques can be improved in the speaking process. By using this technique, the process of speaking in pairs or groups is expected to help them gain knowledge of their speaking skills. The researcher decided that it would be necessary to conduct classroom action research in schools to improve students' speaking skills. The researcher hopes that this method can improve students'



speaking skills. Therefore, the researcher conducted research with the title "Improving Speaking Skills of the Eleventh-grade Students of SMA (SLUA) Saraswati 1 Denpasar in Academic Year 2023/2024 through Role Play.

## **1.2 Research Problem**

Based on the background of the research above, the low speaking skill 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 eleventh- grade students of SMA (SLUA) Saraswati 1 Denpasar in academic year 2023/2024 be improved through role- play?

## **1.3 Objectives of Study**

For this research to be successful, the research objectives must be explained. All scientific work must be objective so that it can be used as a guide to achieve what is needed. Scientific studies are carried out to answer and find solutions to research problems that were previously proposed, researchers need to take specific actions to deal with students' speaking problems by combining fun techniques and research objectives to implement the plans to be achieved. This present study will be conducted to know whether or not the speaking skill of the eleventh-grade students of SMA (SLUA) Saraswati 1 Denpasar in academic year 2023/2024 can be improved through role play techniques.

#### **1.4 Limitations of the Study**

The limitations of the research are very important so that the discussion of the problem becomes more specific and avoids a broad discussion. Therefore, in order to focus on specific areas of the researcher's speaking skills and to avoid misunderstandings in conducting classroom action research, the research must be limited. In this study, it was limited to improving the speaking skills of the eleventh-grade students of SMA (SLUA) Saraswati 1 Denpasar in the 2023/2024 academic year through role play. Because school students use an independent curriculum based on the eleventh grade.

This research is mainly focused on the fourth basic competence and basic competencies using 4.2. Compose transactional interaction texts, spoken and written, short and simple, that involve giving and asking for information regarding opinions and thoughts, taking into account social functions, text structures, and linguistic elements that are correct and in context. Students' speaking skills are limited to constructing and carrying out short role plays in groups based on situations and their roles in everyday social interactions, such as asking and giving opinions as well as asking and giving information. In addition, they must meet the criteria for an assessment rubric, which mainly focuses on three aspects, namely fluency, comprehension, and grammar. These are important basic components.

#### **1.5 Significant of the Study**

This research is primarily intended to find out how the technique can solve the problems faced by students. In this study, the results are expected to have a significant impact on the research findings. This study aims to improve the speaking skills of the eleventh-grade students of SMA (SLUA) Saraswati 1 Denpasar through

role play as one of the teaching techniques. By combining role-playing techniques in teaching, it is expected to improve students' speaking skills. In this study, the research results are expected to provide meaningful and significant results from the research findings. In terms of theoretical and practical significance in the context of improving speaking skills, researchers are also expected to have additional benefits for teachers, students, and other researchers. In addition, this research is expected to provide better theoretical and practical benefits in order to improve speaking skills. Thus, the findings of this study must be significant and provide the following theoretical and practical importance:

Theoretically, the results of this study are expected to show that the use of role-playing techniques is effective in improving students' speaking skills. In addition, the results of this study are expected to provide alternative sources and references for other researchers in their efforts, especially to improve speaking skills through role-playing. This finding can be useful as theoretical evidence about the application of role play. This study provides a more empirical analysis of the efficacy of using role-playing techniques while also supporting pre-existing hypotheses or serving as a reference for other researchers. In addition, the findings of this study have been used as empirical evidence of working English methods and knowledge, particularly when teaching students about speaking and expressing their experiences through role-playing. In addition, the research results are expected to enrich theory and can be used as a reference for further research related to role play in learning speaking skills. This finding is also expected to be used as evidence that this method is successful in improving speaking skills. In addition, the findings can be used as empirical evidence that provides information to other researchers.



Practically, the results of this classroom action research are expected to provide benefits for teachers and students. The results of this study are expected to provide feedback to English teachers who teach speaking and become a model for motivating students to learn English. Role-playing techniques are used to help students learn to speak, and this helps teachers determine the best method for teaching speaking and learning in general. On the other hand, for teachers, researchers hope that this research can provide feedback and guidance to teachers so that teachers can use appropriate techniques, such as the role-play technique, in the learning process to help students achieve what is expected. expected, and also to stimulate students and make the learning process more interesting. For students, it is hoped that their speaking skills will get a lot of improvement from the five components of speaking skills that must be mastered. In addition, it is expected to be able to solve students' problems with speaking skills and increase their confidence in speaking English. For other researchers, this research study is expected to be a reference for other researchers to find out about improving speaking skills through role playing in order to be able to do better further research.

### **1.6 Definition of Key Term**

In this study, the time period in clinical studies is too complex for the reader and the definition no longer provides clear bottom-line clarification. The definitions of important time periods are related and very important to elaborate on to make better knowledge in studies. In addition, definitions of key terms are used to make the reader have an in-depth understanding of the research. Operational definitions of key terms are defined as follows:

### 1.6.1 Speaking skill

Speaking is defined as the skill to speak, listen, and convey ideas and opinions so that directed and good communication occurs. This is the process of building speaking skills such as pronunciation, grammar, vocabulary, fluency, comprehension. Good speaking skills will improve if practiced both at school and in the surrounding environment. In speaking, there are five important components, namely comprehension, grammar, vocabulary, pronunciation or accent and fluency. Having these five components will make your speaking skill more focused and of course increase your self-confidence.

### 1.6.2 Role Play

Operationally, role play is defined as a teaching technique used by teachers to improve students' speaking skills of the eleventh-grade students of SMA (SLUA) Saraswati 1 Denpasar where students are actively involved in role-play activities in the process of exchanging students' speaking skills. In addition, role play is part of involves structuring classes around small groups that work together in such a way that each group member's success is dependent on the group's success. where students are asked to form small groups consisting of three to four students to be creative, turn on drills and present their arguments in front of the class.

## **CHAPTER II**

### **THEORETICAL AND EMPIRICAL REVIEW**

#### **2.1 Theoretical Review**

The theoretical review used in this study must be relevant. Therefore, this research was conducted based on a review and discussion of several related theories. Theoretical views are used to limit the scope of the data and focus on certain variables. The researcher discussed theories related to improving speaking skills through role-play techniques for class XI students of SMA (SLUA) Saraswati 1 Denpasar in academic year 2023/2024. So, the research was conducted with a theoretical framework, namely: (1) Speaking Skills (2) Asking and Giving Opinion (3) Role play (4) Assessing Speaking.

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

Speaking skill is a person's ability to express himself in English. Remember that speaking is a useful skill that can be developed. Speaking skill is very important for students because it allows students to communicate with teachers, friends and other people. The main objective of teaching English is to provide students with the ability to use English effectively and correctly in communicating (Davies & Pearse, 2000). However, language learners cannot communicate well if their knowledge is lacking. This can be done with continuous practice to students or other people to better master knowledge related to speaking skills. Lackman (2010) states that a person's speech can be said to be good if he uses speaking skills like we speak. According to Thornbury (2005), speaking is an interactive process and requires the ability to work together in speech management. According to Fulcher (2003:23), speaking is the use of language orally and its purpose is to communicate with others.

He also added that in speaking, the speaker builds communication to listeners based on various purposes. The aim is to express ideas, opinions, perceptions and feelings.

Speaking skill is an important aspect in teaching speaking. If students can speak fluently, it can help them explore ideas easily. Speaking is the first way to interact with other people because in everyday life humans cannot be separated from interaction and communication. According to Bahadorfar and Omidvar (2015: 9) Speaking skills can be improved speaking skills listeners can understand the words spoken by the speaker. The ability to speak English is a basic skill that must be possessed by someone. Speech skills that lead to the creation and reception of information must be managed; a person who is fluent in the spoken language can communicate. People can share opinions or share feelings with someone, they want the listener to understand what the speaker is saying. Speaking is a productive skill that uses language to convey information from one person to another. However, speaking a foreign language is very challenging, and getting good at speaking it takes a lot of practice. Therefore, by speaking people can convey various ideas and ideas and information and can mention social relations by communicating with other people.

A person's speaking skill is a core aspect in teaching speaking. Speaking is also one of the important skills that students must master in order to be able to communicate in English more fluently and clearly. The importance of speaking is to see controlled language practice when students communicate many words or sentences in English (Harmer, 2001:87). With this can help students get new information in various fields. Communication can be well established with the ability to speak so that they can understand each other. Hybel (2001:45) states that

speaking is any process by which people share information, ideas, and feelings; it involves all the manners and gestures, body language or anything else that adds to the meaning of the message. Speaking skills are the ability to convey information orally that is effective for listeners to receive. Talking can encourage participation, which has a significant effect on student academic achievement.

Speaking skills cause the recipient of the information to be managed by someone who masters speaking skills who can communicate. Cameron (2001:40) states that speaking is the active use of language to express meaning so that others can understand it. The importance of speaking skills makes it easier for someone in small things in everyday life. Therefore, speaking skills must continue to be trained and emphasized because without being trained speaking skills will not get satisfactory results. The success of students in learning foreign languages is measured in various ways so that they know how much their speaking skills have improved. Therefore, the teacher tries to use the best methods, approaches or techniques to improve students' speaking skills. Speaking skills must be developed so that students are more motivated and confident in speaking. According to Bahadofar and Omidvar (2015:9) speaking skills can be improved by understanding the words produced by the speaker. Speaking is not just talking, speaking requires components that provide useful information for listeners.

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

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 formed 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

Vocabulary mastery of vocabulary can be easy communication. Vocabulary means proper diction, or the most important thing in a language, especially in speaking. Knowing a lot of vocabulary will make it 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 written 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 the spelling and pronunciation.

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.

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 Asking and Giving Opinion**

In everyday conversation, we often encounter asking and giving opinion. For this reason, it is important for us to know what sentences we can use to express and ask for opinions. Do not get upside down because these two things are different the sentences asking and giving opinion always begin with an introduction and then followed by an opening phrase to ask and give opinion at the same time, so that it makes contact and two-way communication occurs. In everyday conversation, we often encounter asking and giving opinion. For this reason, it is important to know what sentences can be used to express and ask for opinions. Asking and giving opinions is a way that can be done by someone to ask for and give opinions.

Asking itself comes from the word "ask" with the addition of "ing" which means asking. Asking is part of the verb to say which is included in the category of action verbs. for example, "What do you think about this plan?". While giving an opinion is someone's expression when responding to an interlocutor who asks a question about an opinion or comments about a matter. The word giving comes

from the word "giving" with the addition of "ing" which means giving. Giving an opinion is an expression of opinion or suggestion with the aim of making improvements to be even better. The use of the expression of asking and giving opinion is a common expression used in everyday conversation. for example, "In my opinion, this book is good enough".

Asking and giving an opinion is a sentence that we often use in our daily life for something. The simplest thing is when we argue about delicious food or when we recommend the best attractions in a city. In general, opinion is a subjective belief and is the result of feelings or interpretations of facts. Opinions may not be supported by arguments, although people can state opposing opinions from the same set of facts. Opinions are never right or wrong, its only what people believe. However, one can conclude that one opinion is better supported by facts than another by analyzing the supporting arguments. In common usage, the term opinion can be the result of a person's particular views, understandings, feelings, beliefs, and desires. Opinions include words of opinion and arguments/reasons that can use these expressions.

Asking and giving opinions is one's way of asking and giving advice to others. When doing daily activities, often can't separate this expression. For example, when you want to buy a new cellphone, you can ask friends or family what clothes are suitable or better. Apart from asking about things in the form of goods, asking and giving opinions can also ask or when discussing a problem. when having a problem can provide opinions on the best solution. After getting opinions or input from other people, of course, you also need to provide an appropriate response. Asking and giving advice is also often called asking for and giving advice, because sometimes

the advice given or asked for can be in the form of suggestions or suggestions. In English, there are many ways to ask for and give opinions, depending on the situation, subject, and level of formality.

Asking and giving opinions is a way for someone to ask and give opinions to others in carrying out daily activities. Asking opinion is an expression of asking for someone's opinion about something, or asking someone to convey their ideas, ideas or thoughts about something. Asking opinion itself will be used when you want to ask questions or need opinions from other people. In general, opinion can be interpreted as an opinion, response, view or thought result of a person or group in explaining or responding to something that is subjective and the truth cannot be ascertained. While giving an opinion is an expression of giving an opinion about something, or responding to someone who asks our opinion about something. Asking and giving opinions is a way for someone to ask questions and also give opinions to others. Asking and giving opinion is also known as asking and giving advice. In daily activities, common expressions like this are very often used. Asking and giving opinions are often used when there is interactive chat or dialogue to discuss something. This chat or dialogue can occur in various situations with certain material, such as when chatting with friends, friends, family or partners, discussing work with colleagues or when deliberating to find a solution to a problem and so on.

In asking and giving opinion, use different expressions in different situations. When you are confused about something, you need to ask someone's opinion. It can be said if you are discussing with family or friends to find a solution to a problem. Other people's opinions will help someone in making a choice. It's an important



component of conversation and can help you express yourself. This is also the reason why the expression asking and giving opinion is important. It is important to learn this expression so that you can easily communicate and interact with other people. Sometimes when interacting with other people, of course you will be asked or give an opinion about something.

Asking and giving opinion or you can say asking and giving suggestion. Besides giving opinions, sometimes when someone has a problem, they can also provide suggestions or solutions to the problem. In everyday life, asking and giving opinions is often done in terms of choosing something or asking for opinions regarding problems. Basically, to ask someone must have rules, for example talking to an older person or someone you don't know. This is certainly different from talking to friends or relatives who are already known. The importance of asking older people with more polite language. Besides that, asking or giving opinions to other people in English must know how to express sentences asking and giving opinions. Expressions asking for and giving opinion are used depending on the situation being carried out.

Asking and giving opinions to someone when discussing to find a solution to a problem, and other situations. The expressions of asking and giving opinions differ according to the situation. One example is when discussing meetings. So, the expression in that situation is used differently. The expression of asking and giving opinion has two situations, namely, formal and informal. In asking and giving opinion in formal, it is used when communicating with older people, people who are not yet known. In addition, in formal situations it can be used during format events such as meetings and debate competitions. In formal situations, more official

expressions are used, different from informal situations.

The use of the expression asking and giving opinion Informal situations are usually used for colleagues, peers and people who are familiar. For example, when working in groups, when hanging out, or when chatting with friends. Expressions in informal situations are said to be relaxed situations, especially when talking to friends or close people. In addition, the use of expressions in informal situations is also commonly used. When asking for opinions from friends, you can use informal situations because they are not official and are used in everyday life. Informal situations are usually more relaxed and the atmosphere is less rigid or serious. When giving an opinion, it is not only in the form of a statement of agreement but can also be balanced with disagreeing opinions on something. Asking and giving opinion is included in the interrogative sentence with the aim of getting a response or answer from the other person.

### **2.1.3 Role Play**

Role play is a technique that students often use to learn to speak. 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. Role play is a technique of imitating daily living skills developed through speaking. With this role play, students can feel like they are someone else and express themselves as a certain person. In terms of role-playing students are trained to act where students can pretend to be singers, dancers, and other actors. Activities in role play students are involved in specific roles to be played in conversation. According to Gower (2005) role play is when students act as certain people. In many situations, it helps

students to interact. Where for shy learners, role play helps provide a mask, whereby learners who struggle in conversation are freed.

The involvement of students in role play is very beneficial and can lead to better language learning. According to Brown (2004:174) role-play is a popular pedagogical activity in communicative language teaching classes. By playing the role students will easily issue ideas or opinions, students will also contribute to this activity. Role play will encourage students to be more active and can improve their thinking skills and of course improve their speaking skills. According to Dorothy & Mahalakshmi (2011) states that the use of role play in the language learning process can help students to improve their English creatively, also provides opportunities for students to familiarize themselves with communication skills through conversation. The teacher asks students to manage the situation so that they understand the role they will be assigned.

Role play is most commonly used in situations involving attitudes and feelings, for example to replicate someone's feelings in a particular social situation. Role play can also be a tool for cognitive development. Keneth (2008) states that role play can be defined as a type of student behavior in a certain context. Role play activities can be shown as the way students behave in certain contexts and situations. The researcher defines the role play technique as a teaching methodology, namely conscious representation and role discussion in groups. The role play technique is fundamental for students learning foreign languages who may not often speak English at home because these students are eager to use the language and then improve their fluency to participate in role plays. Role plays only required other roles to be played in the same way they thought the other roles might behave.

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. Role play can provide students with a lot of social contexts in interacting through speaking. Pollard (2008:36); the step example of role play are defined as follows:

1. Some students serve as members of local councils, some become local residents, some members of environmental organizations and some become managers and company employees who are asked to the job.
2. The teacher explains and organizes the situation. Students prepare in group, those playing the same roles prepare together.
3. They then form a new group to carry out the discussion.
4. Doing practice in front of other friends.

This role play aims to achieve the basic competencies that have been determined. In this case, reading skills make students look for opportunities to improve their imagination abilities to become other people in certain situations in dialogue. In addition, role-play is a speaking activity which is defined as a technique in teaching speaking which involves imagining being someone else in a certain situation for a while, improvising dialogue and creating the real world in a scenario. This is intended so that students can encourage student thinking and creativity. enable them to develop and practice language skills. Of the many speaking techniques in class, the researcher decided to use role play as a technique to be applied in class.

#### 2.1.4 Assessing Speaking

Assessing speaking is a procedure for collecting student data as a reference for teaching progress. According to Luoma (2004: 1), assessing speaking is challenging, because there are so many factors that affect our impression of how well someone can speak a language, and because we expect test scores to be accurate and precise. In the assessment that is collecting and analyzing, aims to measure student achievement. Every time students answer questions and provide comments, the teacher unconsciously gives an assessment of student performance. Therefore, the teacher will carry out 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. To assess students' speaking ability must be based on their understanding ability on the given subject.

Assessment activities are applied to obtain, analyze, and interpret data on the results of student progress in the teaching and learning process in a systematic and continuous manner. According to Thornbury (2005:27) states that there are two main ways of assessing speaking. There is a holistic and analytic assessment rubric. An analytic grading rubric is a way of grading in which the teacher assigns separate scores to different aspects of an assignment. There are differences between the scoring rubrics. Also, analytics takes more time to score but is more specific. In addition, holistic assessment is an assessment by providing a single score of the overall impression and has the advantage of being faster and more adequate for assessing the speaking process. The type of scoring is determined as a tool for determining, assessing, and collecting supporting data as findings taken by



researchers during research.

Before making an assessment in speaking, there are five types of speaking. Brown and Abeywickrama (2010, p. 184-185), propose five types of utterances as described. The first is imitative, Pronunciation is the main aspect of the assessment although grammar also takes part as the assessment criterion. Both, Intensive unlike imitative, intensive speaking does not emphasize pronunciation or phonological aspects. Understanding meaning is required to respond to certain tasks but interaction with partners is minimal. Examples of reading aloud activities, completing sentences and dialogues. Third, responsive. Authenticity in conversation is important. Therefore, responding to short conversations, making simple requests for comments are types of activities that fall under this type of talk. Fourthly interactive, Sentence load and complexity are the main differences between responsive and interactive speaking. The number of speakers is also important because sometimes more than two people are needed in a conversation. The last is Extensive, it can be said that speaking extensively is the most important speaking skill which requires a strong language component.

Carter and Nunan (2001:137) state that the term assessment refers to various ways of collecting information about the learner's language skills. Assessment can also be defined as the systematic collection of information about student learning, time, understanding, expertise, and available resources for decision making about how to improve learning. According to Miller et al (2009: 2008) assessment is a general term that includes a whole series of procedures used to obtain information about student learning and the formation of value judgments. Assessing speaking is used by teachers to gather information to plan and modify teaching and learning

programs for individual students, groups of students and classes, identifying students' learning needs in a clear and constructive manner. The ultimate goal of student assessment on the topic of measurement is to estimate their learning at the end of the assessment period (Marzano, 2006:94). Assessing speaking is often used interchangeably, the latter is a basic term that includes a measurement instrument administered on a test-like basis. Appropriate assessment needs to be incorporated into the learning process so that teachers and students can determine whether learning objectives were achieved before the course ends. Most teachers want to use constructed assessment because they believe this type of assessment is the best for knowing students' understanding as it is a very important element in language learning.

Assessment is the process of collecting and analyzing data to measure student achievement results. Judging speaking is challenging; However, there are so many factors that affect how well students can speak the language. Luoma (2004) states that two interactive processes are needed to conduct a speaking assessment. In this study, the first is the process of using a test called a performance test, where participants interact with each other or with the examiner to show examples of their speaking skills. The second process is scoring or evaluation, in which the appraiser applies scoring criteria to test performance. The assessment criteria used to evaluate student performance were adapted from experts to make appropriate assessment criteria. This results in a score that must meet the needs identified when test development first begins.

Brown (2004) states that assessment is an ongoing process that spans a much wider domain. The most common objective of speech assessment is associated with

a positive effect on foreign language learning. Brown also stated that speaking skill is a more important part of the curriculum in language teaching, and this makes it an important object of assessment as well. The assessment functions as a guide to reinforce teacher priorities and help students identify what activities, knowledge, and understanding are important for their progress. Every time a student responds to a question, offers a comment, or tries something new, he is subconsciously making an assessment of student performance. Abeywickrama (2010) argues that in order to provide an effective assessment, there are four rules that need to be established: determining criteria, assigning appropriate tasks, presenting maximum results, and establishing practical and reliable assessment procedures. Then each assessment is designed to make it easier for the teacher to assess the presentations made by students.

In the assessment of speaking English, it is important, so that know someone's speaking skill in using English. Assessing speaking skills is not easy and is a complex process that requires consideration from a teacher. According to Black et al, (2003:1), the purpose of the assessment method is reliable when compared in different schools, even across countries, and is valid because it gives users what they really need to know. In this study, researchers followed ratings (Brown, 2001: 406-407), in assessing speaking performance. It shows five components of oral ability assessment important categories to be assessed: grammar, vocabulary, comprehension, fluency and pronunciation. In this study, researchers used three categories there are grammar, fluency and comprehension. The researcher also conducted an assessment to assess the speaking skill of the subjects studied. Briefly it can be explained as follows:

1. Grammar to determine the ability of students to compose the correct sentence when having a conversation
2. Comprehension to measure students' understanding of the oral communication that is done.
3. Fluency to measure students' fluency in speaking English

It can be concluded, in connection with this study, the researcher measured the speaking skills of eleventh-grade students after using the role play technique in the teaching and learning process in class. The data needed in this study was obtained by providing an assessment of speaking skills. Therefore, the researcher asked the students to do a short conversation in front of the class with their group based on the situation that had been set. The rubric used in the research conducted at SMA (SLUA) Saraswati 1 Denpasar focuses on 3 components. This rubric is adapted from Brown (2004:172) about assessing students' speaking. The components used consist of grammar, fluency and comprehension.

## **2.2 Empirical Reviews**

Several studies have been performed as a basis for consideration. By conducting empirical reviews conducted to validate relevant studies. In conducting this research, the researcher improved the speaking skills through role-play for eleventh grade students of SMA (SLUA) Saraswati 1 Denpasar in the 2023/2024 academic year. Researchers found research by Mass (2022) entitled "Improving Speaking Skill of the Eighth Grade Students of SMP Negeri 4 Sukawati in Academic Year 2021/2022 Through Role Play". The result showed that students can improve their speaking skill through role play technique.

Other research related to this was conducted by Zindri Ruben (2019), Improving Speaking Skills of the Eighth Grade Students of SMP (SLUB) Saraswati

1 Denpasar in Academic Year 2018/2019 Through Role Play. This study was conducted to improve students' speaking skills through role-play. Based on the research results and observations, it was concluded that using role-playing techniques significantly improved their speaking skills. Two types of tests were used in this study: a pre-test and a post-test. Similar results were obtained in the above studies, aside from the positive and uncomplicated response in the study that showed improvement cycles after applying the role-play technique.

This study was used to 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.