CHAPTER I

INTRODUCTION

1.1 Background of the Study

English is one of important language in learning language. Learning English is requirement for students in learning language. It needs the teacher role in teaching English. In learning English, it has four important skills. Listening, Speaking, Reading and Writing as important skills to learning English (Depdiknas, 2006:1). It is important for students to master the whole skills because all of those skills are interdependent to support.

Speaking is one of the most important skills in learning English. Speaking is one of weakness skills for students to learning English. That skill is not easy for students to practice English. Brown (1983:43) Stated that learning to talk in the foreign language is often considered being one of the most difficult aspects of language learning for the teacher to help students. That also comes from habit the teaching English at school, because in our country, students speak English in the class rarely when learning English. They always learning English in reading and writing. They also only focussed on book material.

Based on pre observation in junior high school, the students are mostly still difficult to learn English especially in speaking. It is because they do not familiar to speak English either in the class or outside of the class and cannot express their idea during learning English. Often times the students only listen to their teacher and answer the question in patch up. The test is often given

such writing test or completing sentence. The result of the researcher's observation is the student will be silent during in English class. So, there is no atmosphere in speak English in the class. They do not familiar to speak English because they do not use English as active in the class. In fact, the mastery of speaking English is really important. In this era, the effect of globalization influences people who want to communicate with foreigners in other countries, such as in business, in industry, and even in education. The People need a language for a communication. Having the ability in speaking English is urgent in order they can keep pace with the advancement of the era.

There are two kinds to communication, they are oral and written. It can start in orally than written. In fact, students learn English from Written than Oral. The teachers must have strategies for teaching speaking. Rivers (1968) stated that the material in teaching speaking should be proper for the student ability, interest and need. It supports students to speak English actively either in the classroom or in the outside of classroom. The researcher hopes students can speak English well. It means that students can speak English fluently. To make the students speak, English teachers can apply some techniques to teaching speaking such as: guessing games, retelling stories, debate, small group discussion, and role-play (Lubis, 1988: 40-45). So there are many kinds of techniques for teaching speaking. There are many other techniques can be used. Related with those techniques, the researcher offers role-play with using media in group working to making short film as selected technique to apply in teaching speaking. The purpose of role-play is to practice inviting and responding to invitations (Dougill1987:18-19). Role-play here as practice

conversation in daily activities and express real situation. This is applying in making short film in teaching speaking.

Role-play is the appropriate choice for students to expressing their mind, idea, and expression without afraid with their friends and their teacher when making mistakes. That can be a good alternative technique to be applied in teaching speaking. According to Hattings (1993:165) based on his observation in the conversation class, the role play seem to be the ideal activity in which students might find themselves and give them an opportunity to practice and develop their communication ability. In the role-play the students are put in a certain atmosphere outside of the class atmosphere. The students will be confidence without feeling clumsy with their friends, because in group working every student has the same work to role and speaking fluency. Kao & O'Neill (1998) propose that confidence levels increase when students have something to talk about and, most importantly, when they know how to express their ideas. Enjoy to learning is one of the keys for students follow to speak English.

Related with role play, the teacher gives freedom for students to choose one topic for making conversation in real situation in group working. It mean they can make a topic by them self and they also can browse their topic from book or internet. After that, the students will record their performance for making short film and also practice in front of the class. It makes students more creative to learn. The students can express their idea and creativity in making script conversation and short film as an art. Moreover they can upload their short film in youtube as to be proud of student's creation. This role

playing exercises can motivate them in learning the language and speak English. A role play is a highly flexible learning activity which has a wide scope for variation and imagination. Role play hopefully can develop speaking skills in any situation and helps them to interact. One of the student weaknesses in speaking class is shy. Role play is one of strategy can help students to be daring to speak and they can open minded. In addition, it is fun and most learners will agree that role play can be better technique for learning speaking English.

Related with the explanation above, the researcher aimed that the students play in mini conversation and then it will become short film. Media is one of tools to support students expressing idea and developing their creativities. In this research media is to exploit the technologies modern as auxiliary learn. It is among related with this research as videotaping, browsing, editing and etc. Learning is two-way process and the constant exchange of ideas makes the classes interesting (Rao, 2014:142). It is better using students centered learning as teaching and learning in curriculum 2013 (2014). The point of the teacher is the student learning by them self to express many ideas, but the teacher role just controls student work. So it makes students freedom to develop their skills and ideas in making short film that can be effective for students' speaking ability.

1.2 Statement of the Problem

From the background above, the researcher formulates the research question as below:

Is making short film effective for students' speaking ability?

1.3 Objective of the study

Based on the researcher's question above, the objectives of the study are as follow:

To find out the effectiveness of making short film for students' speaking ability.

1.4 Significance of the Study

The researcher expects that this strategy can be good application and good technique to teachers in teaching speaking using role-play in making short film. The researcher observes the application of role-play in making short film to find out the effectiveness for students' speaking ability. The researcher apply Role-play in group working to making short film can help the students to practice their speaking skill especially in performing mini conversation in real situation. It is also can display their creativity and motivate the students to speak.

1.5 Scope and Limitation of the Study

The scope of this reseaech is teaching speaking and The limitation is the researcher examines about the method can effective or not for students' speaking ability. The researcher also focused on making short film for students' speaking ability using role-play and the measurement of students' speaking ability in oral conversation. Speaking ability includes an aspect performance are grammar, vocabulary, fluency, pronunciation and comprehension. Here, the students' performance in speaking ability which focused on their short film and post-test.

The subjects of this research are the eighth grade students of SMP Muhammadiyah 4 Gadung Surabaya.

1.6 Hypothesis

According to John and James (2006:11) stated that the research or scientific hypothesis is a formal affirmative statement predicting a single research outcome, a tentative explanation of the relationship between two or more variables. The hypothesis of this research as below:

H_0 making short film is not effective for students' speaking ability.

H_1 making short film is effective for students' speaking ability.

1.7 Definition of key terms

To avoid misunderstanding and gain the same perception, the researcher provides the following key terms.

1. Role-play: they practice conversation between one another (Nunan, 2005:47).

2. Short film: this has a three steps from making short film they are Pre-production, production and post-production (Barrance, 2014:6)

3. Speaking: conversation in mini role-play notably performing dialogues in oral proficiency. That skill focused on pronunciation, grammar, vocabulary, fluency, and comprehension (Brown 2004:172-173).