CHAPTER I

INTRODUCTION

This chapter presents the background of the research, statement of the research, objectives of the research, significances of the research, scope and limitation of the research, and definition of key terms.

1.1 Background of the Research

English is a global language. It is used almost by all people in all over the world. People use it to communicate with other people in other countries. In this global world, it is necessary to understand English because it can connect all of people which have different languages. Therefore, English is very important to learn. Maxom (2009 : 9) "These days, English is viewed as a language which gives you access to the world". Knowing that English is very important, the government decides to put English in the curriculum of education in Indonesia. English becomes a foreign language which has to be learnt. Now, English is taught in elementary schools, secondary schools, senior high school and university level.

In the junior high school, English is now given as one of the school lessons. Learning English in the junior high school has been decided in the national curriculum in which students are demanded to master the four skills, which are listening, speaking, reading, and writing. English is taught and used as a foreign language in Indonesia. The students are expected to master four language skills : listening, speaking, reading, and writing. But out of the four skill, speaking seems intuitively the must important. Richards and Renandya (2002 : 210)

"Speaking is one of the central elements of communication.In EFL (English a Foreign Language) teaching, it is an aspect that needs special attention and instruction". In addition, they also have to master the language component such as pronunciation, vocabulary, fluency and grammar. At the end of the teaching and learning process, the students are able to use English both speaking and also writing forms.

It is found some problems in learning speaking of VII C class at Mts Al-Ihsan Krian . The students have not involved themselves in learning speaking yet. They are still afraid and shy to speak English. One of the students anxiety in speaking English is caused by low vocabularies. When they speak English, they do not know how to say in English.

A lot of students have lack of speaking skill. They are inactive in the class, especially to speak up, and they feel shy if they are supposed to have communication in English. Caused by many factors, the students are not interested in learning speaking. Furthermore, the speaking skill is not taught in same portion compared with the other English skill. Such thing resulted in the low interest of the students in speaking learning.

In fact, the students at junior high school have low competency in speaking, including in MTs Al-Ihsan Krian. It is caused by some factors should fluency, pronunciation, vocabulary, and grammar. In speaking, the students will be able to speak fluently due have many vocabularies to use in speaking, and able to pronounce well. Then, the students should have good attitude, it likes the students pay attention while teaching and learning process of speaking. That is all

must be belonged by the students, but in fact that is not true. It makes the students low competency in speaking. The appropriate solution for these cases are the students must practice regularly to speak, add vocabulary, must be practice to pronounce well, and pay attention and interesting in teaching and learning speaking. So, the researcher uses a role play technique to improving the speaking skill for the seventh students of MTs Al-Ihsan Krian in the academic year of 2013/2014.

1.2 Statement of the Research

The statement of the research can be formulated as follows :

1.2.1 How is the implementation of the role play in teaching speaking to the seventh grade students of MTs AL-Ihsan Krian?

1.2.2 How is the students' speaking skill of the seventh grade students MTs AL-Ihsan Krian after having a class with role play?

1.3 The Objective of the Research

In accordance with the statement of the research mentioned above, the objectives of the research are as follows :

1.3.1 To describe the implementation of the role play to seventh grade students of MTs AL-Ihsan Krian

1.3.2 To describe the students' speaking skill after having a class with role play to the seventh grade students of MTs AL-Ihsan Krian

1.4 The Significances of the Research

The result of the research is expected to be useful for the English teacher of MTs Al-Ihsan Krian, especially is teaching speaking. Teacher can manage classroom activities communicatively by using role play activities. For students themselves, it can motivate them to try to speak English as often as possible, so that they can improve their skill the speaking skill. For researcher, this field of research can be a resource to get further research of teaching speaking and can inspire other researchers who have interest in similar research.

1.5 Scope and Limitation of the Research

This research will be focused on the use of the role play techniques to improve the seventh grade students speaking skill of MTs Al-Ihsan Krian the academic year of 2013/2014. This research will be focused on the class VII C as the subject of the research. Researcher chooses this class as the subject of research because the students have the low competence in speaking skill.

1.6 Definition of Key Terms

1.6.1 Speaking is one of the four essential components that are used to communicate. According to Richard and Renandya (2002 : 204) " Learning to speak a foreign language requires more than knowing its grammatical and semantict rules". In addition, Linse and Nunan (2005 : 47) say that speaking is equally important in children's overall language development. From the statements above speaking

can be conclude as components that are very impotant to communicate espcially to students in teaching and learning English.

1.6.2 Role play is one of the techniques used to improve the learning of English speaking. Sweeney (2000 : 2) says:

> "Role play is a learning device used to explore issues, situations, themes, or diverse opinions need to be exposed and ideas require flessing out. Through this method, young people have opportunities to express their feelings, explore their ideas or reality and be confroted with the consequences of their actions. They may also be asked to explore more complex social situations and inter-relationships."

In addition, Maxom (2009 : 94) says "Role-playing is an effective way of speaking freely in pairs". Furthermore, the students can develop their creativity to speak English.