# CHAPTER I

# INTRODUCTION

The introduction contains background of the study, identification of the study, limitation of the study, formulation of the study, objective of the study, and significance of the study.

## 1.1 Background of the Study

Speaking as the capacity to pronounce the articulation of sounds or words with the intent of expressing, stating, and conveying the speaker's thoughts, ideas, or feelings (Tarigan, Henry Guntur, 2021). Speaking is a system of signs that can be heard and seen by employing the muscles and tissues of the human body to communicate combined objectives, goals, and ideas in this instance. Speaking has a goal that must be communicated to the other individual, such as the audience will understand the speaker's information or message. Furthermore, the speaker must comprehend what will be relayed as well as perfect aspects of speaking skills to communicate this goal correctly and effectively.

Certainly, everyone believes that speaking or communicating orally is simple, but not everyone has the skills to speak appropriately and accurately. Speaking skills as the ability to produce currents of articulated sound systems in order to communicate wants, emotions, requirements, and desires to others (Dadang, Suhendar, 2021). As a result, acquiring speech skills should receive more focus in formal education, particularly in junior high schools.

The syllabus for learning English for Class IX Junior School even semester requires students to be able to express short and simple monologues in a variety of spoken languages, accurately and fluently to interact in texts in the form of oral and written interpersonal interactions that involve giving and asking for information related to fairytales, depending on the context of its use. While, most students in class IX frequently complain because they are scare to will be unable to communicate when the work is assigned. Furthermore, when given the responsibility of responding questions orally, they were mostly mute, and they lacked confidence when asked to rehearse dialogues or speak in front of the class, so makes students hesitant to communicate in English.

Based on the findings of the researcher 's observations and conversations on January 19th, 2023 with English subject instructors at SMP plus Al-Ishlah, Prambontergayang Village, Soko District, Tuban Regency, student in class IX still have comparatively low english speaking abilities. In a way, they can speak english, but not fluently, this is because of a variety of issues. The issue began with the English language skill at the Al-Ishlah Junior High School, especially in class IX, which still uses conventional methods that focus more on reading comprehension and practice speaking after the teacher presents the lesson's material. The teacher and student are facilitated by the teacher's handbook when carrying out learning activities, which includes material and is supported with exercises for each unit, so the teacher has not fully involved spoken learning.

In addition to the issues mentioned above, many others are discovered. Furthermore, students never speak English outside of the classroom because they believe there is no duty to speak English outside of class hours. Overall, they still lack self-confidence, and it is difficult for students to find opportunities to speak during learning activities since they can only explain one idea with one or two words, and they also cannot articulate their views in their totality for fear that what is said is incorrect. Actuality, it is very uncommon for some students to sweat profusely, stand stiffly, and forget everything when they stand in front of the class to talk. As a result, the conversation's direction gets muddled, and the core of the subject is lost.

Several issues causing low speaking skills must be addressed fast, or the students' continued low speaking abilities will suffer. As one solution, teachers must use suitable learning approaches, because while there are many successful learning techniques, not all of them are optimal for achieving these learning goals. To provide pleasant situations for learners to learn, teaching and learning activities in class must apply appropriate learning strategies, and material must be delivered effectively so that the intended learning goals are met optimally. As a result, the researcher tries to suggest a solution, specifically a Role-playing technique to help teachers in dealing with these issues.

The Role-playing technique is a technique that incorporates interaction between two or more students on a topic or circumstance, in which students enact their respective parts based on the characters they play (Yamin, Martinis, 2005). In other words, that Role-Play is a learning technique which students act out the roles of other characters with full respect for the learning content provided. This technique was

chosen because the school still uses conventional methods so that a few of the students feel bored.          In addition, the school is based on a boarding school, so it will be difficult to use other techniques that rely on gadgets. The advantages of role playing given above, it can be concluded that by employing the role play technique, students learn to use language effectively and accurately, and that all students participating have equal possibilities to enhance their abilities when working together.

The research approach used by the researchers in this study is an experimental research method. The experimental research technique may be defined as a research method used to investigate the effect of specific treatments on others under controlled settings (Sugiyono, 2013). As a result, the researchers made this Role-playing technique an experimental research study to examine the efficiency of role-playing in developing students' speaking abilities.

## 1.2    Identification of the Study

Based on the explanation mentioned in the background above, it can be concluded that the problems faced by students are as follows:

1. Lack of practice of students speaking English outside of class hours
2. Lack of mastery of student vocabulary and pronunciation.
3. Students tend not to be confident and nervous when they want to speak English.
4. Lack of teaching materials.

## 1.3    Limitation of the Study

Based on the identification of the problem above, the researcher minimizes the problems to be discussed, it is would be made so that the discussion is more effective, efficient, and focused, and does not deviate from the subject of the research. So, this research is limited or focused on knowing the effectiveness of the role-play technique in training students' speaking skills in class IX SMP plus AL-Ishlah.

## 1.4    Formulation of the Study

Based on topic requirements, certain students and schools, the research questions can be formulated as follows:

1. Is the role-playing technique more effective in training student's speaking ability of grade IX of SMP Plus Al-Ishlah?.

## 1.5    Objective of the Study

The goal that the researcher wants to achieve is to find out the effectiveness of applying the Role-Play technique to train students' English speaking ability.

## 1.6 Significance of the Study

The findings of this study are predicted to be beneficial:

1. Practical Benefits

   a. Teacher

   Can increase and improve learning speaking abilities in the classroom, reducing obstacles experienced by students and teachers and making this new strategy an appealing method for students learning English speaking. Furthermore, playing roles can boost the teacher's capacity to develop children's talents, particularly physical motoric and interpersonal intelligence.

   b. Student

   Can increase overall student learning results, particularly for children with low learning outcomes in speaking abilities.

   c. School

   Can make a positive contribution to the progress of schools and provide input in streamlining the development and management of teaching and learning processes in the implementation of education.

   d. Researcher

   The findings of this study can provide experience and information, particularly in identifying learning approaches that are suited to the content for speaking skills, and this research can also be used as a comparable reference about the usefulness of the Role-Playing Technique.

## 1.7 Definition of Key Terms

In order to clarify the key terms used in this study, some definitions are put forward:

1.7.1 Speaking is an active and productive action of expressing the sounds of language to communicate messages in the form of intents, ideas, thoughts, or feelings to other people verbally. Therefore, speaking is a process of transforming the shape of ideas or feelings into a form of speech or a meaningful sound of the language.

1.7.2 Role-Play is a learning technique in which students act out the roles of other characters with full appreciation according to the learning material discussed as role-playing learning material at the moment.

1.7.3  Experimental research is a systematic research technique that attempts to determine the impact of a specific treatment given to a variable on other variables without being given treatment under controlled conditions.