

# CHAPTER I

## INTRODUCTION

### 1.1 Background of Study

As English becomes an international language, people have to master English very well because “being able to interact in a language is essential” (Richards & Renandya, 2002, p. 208). In Indonesia, English becomes a part of the learning in school. Accordingly, the students must learn English in their school. Richards and Renandya (2002) state that “it is difficult for EFL learners, especially adults, to speak the target language fluently and appropriately” (p. 204). It is because minimal exposure to the foreign language and contact with the native speakers. Consequently, adults’ learners are poor in speaking English, especially regarding fluency (Richards & Renandya, 2002, p. 204). Therefore, English is more effective to be learned at an early age, especially in learning to speak.

In Indonesia, English is taught as a foreign language. Indonesian people have difficulty in mastering English as a foreign language (EFL). One the factors that caused them have difficulty in mastering English is teaching strategy at school. The English teacher should provide the strategy how to learn English easily. Also, students have perceptions that they are not able to master speaking English, especially in the form of narrative text. This is explained by an English teacher of the school. The weaknesses on the speaking narrative text have happened of the speaking class.

The teacher thinks that to overcome this problem, it is important to find out the teaching speaking strategy. Even so, teachers must always try hard to keep looking for forms and learning models that are suitable for students. It should be noted that teaching techniques and methods are very important to provoke and facilitate teachers in explaining learning and in increasing student understanding. Therefore, appropriate techniques and methods must always be sought and developed to achieve good learning outcomes. One of the learning methods that is suitable for improving students' learning abilities is the Role Play Method. Where students are given the opportunity to role play and practice dialogue in English. With this method, researchers will ask students to play roles and dialogue.

Role play is very important in teaching speaking because it gives students an opportunity to practice communicating in different social contexts and in different social roles. In addition, it also allows students to be creative and to put themselves in another person's place for a while. According to Stephen D. Hattings (1993:165), based on his observation in the conversation class, the Role Play would seem to be the ideal activity in which students could use their English creatively and it aims to stimulate a conversation situation in which students might find themselves and give them an opportunity to practice and develop their communication skill.

Role play is a class activity that gives students the opportunity to practice speaking in real situations, for example if the topic is about school, students must act as teachers, students, and parents. Students organize in groups and they

must act according to the role assigned by the teacher. In role playing activities, groups usually consist of two, three or four students and may differ based on the topic and character that students will play in each role-playing activity. In conclusion, role play is a technique that can develop students' fluency in the target language, encourage students to talk or interact with other people in the class, increase motivation and make the teaching and learning process more enjoyable.

In learning English speaking ability, the students often find some problems. The problem frequently found is the lack of ability to practice the target language in daily conversation. There are also students feeling too shy and afraid to take part in the conversation. Many factors can cause the problem of the students' speaking skills namely the students' interest, the material, and the media among others including the technique in teaching English. Many techniques can be applied including role play in teaching English because many research finding say that this technique is effective to use in teaching speaking. Fluency of speaking is considered being the ability to keep going when speaking spontaneously and fluency is the ability to read, speak, or write easily, smoothly, and expressively. In other word, the speaker can read, understand and respond the language clearly and concisely while relating meaning and context.

According to Nation (2008: 55) accuracy of speaking is the extent to which students' speech matches what people actually say when they use the target language. Here, accuracy concerns to a matter of grammatical productivity of a speech that is performed by a speaker. According to Nunan (2003), the

accuracy in speaking ability can be seen in the indicators such as usage, language for display, language for knowledge, attempts at communication are judge by linguistic competence and attention is given to language.

Based on the explanation above, the researcher wants to analyze the use of role play in teaching speaking. Therefore, the researcher focused on the use of role play in the process of speaking narrative text at speaking class at STKIP PGRI Sidoarjo. Based on the background above the researcher would like to conduct to research on the tittle “The implementation of role play in teaching speaking narrative text at speaking class at STKIP PGRI Sidoarjo”

## **1.2 Statements of Problems**

Based on the background of the study there are two statements of the problems, they are:

- 1.2.1. How is the Implementation of Role Play in teaching Speaking Narrative Text?
- 1.2.2. How are the students’ perceptions on the Implementation of Role Play in teaching Speaking Narrative Text?

## **1.3 Objective of the study**

To answer the statements of the problems, two the objectives of the study are as follows:

- 1.3.1. To describe the implementation of Role Play strategies in teaching Speaking Narrative Text
- 1.3.2. To describe the students’ perceptions on the implementation of Role Play Strategies in teaching Speaking Narrative Text

## **1.4 Significance of the study**

- 1.4.1. For the teacher, the result of this research is expected to provide them with an alternative technique to teach speaking. It is also expected to motivate the teacher to be more creative so the student will be more enthusiastic in learning English in the class.
- 1.4.2. For the student, the results of this research is expected to provide a new experience in learning English, especially in learning speaking. Moreover, it also increases their confidence. It is because by using a role play technique, the students will perform in front of the class and it makes them have to be confident.
- 1.4.3. For the researcher the result of this research can develop her experience related to her knowledge in research on education and English learning especially for speaking.

## **1.5 Scope and limitation**

The scope of this research focuses on Teacher and Students first semester at speaking class at STKIP PGRI Sidoarjo. The limitation of this study emphasizes students' understanding of speaking English through role playing strategies. This research can provide students with more opportunities to use English in the classroom by using role playing techniques.

## **1.6 Assumption**

The lecturer is able to use role play in teaching speaking activities.

## **1.7 Operational Definitions**

- 1.7.1. Speaking is making use word in an ordinary voice, uttering words,

knowing and being able to use language; expressing oneself in words; making speech (Mora, 2010:4)

1.7.2. Role play is a form of educational game used to explain roles, attitudes, behavior and values with the aim of experiencing the feelings, points of view and ways of thinking of others in Hidayati, 2004.

1.7.3. Narrative text is non-fiction stories that can be in the form of fairy tales, myths, folktales, animal stories

