

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Speaking is very important in second or foreign language learning. The significance of speaking is indicated with the integration of the other language skills. Speaking helps learners develop their vocabulary and grammar skills and then better their writing skill. Students can express their emotions, ideas; say stories; request; talk, discuss, and show the various functions of language.¹ Speaking is of vital importance outside the classroom or for career success, but certainly not limited to one's professional aspirations. Speaking skills can enhance one personallife, thereby bringing about the well-rounded growth we should all seek.² Therefore, language speakers have more opportunities to find jobs in different organizations and companies.

In fact, speaking is still a big problem for the English as Foreign Language (EFL) learners in Indonesia. There are still very limited numbers of students who are able to communicate simple in English, although they have been studying English for about six years.³ Moreover, Al-Hosni argued that speaking remains the most difficult skill to master for the majority of English learners, and they are still incompetent in communicating orally.⁴ It is also a commonly recognized fact that achieving proficiency in foreign language speaking in classroom conditions is not an easy task. Even advanced

¹Leong L, Ahmadi S M., (2017). *An Analysis of Factors Influencing Learners' English Speaking Skill. IJREE*, 2 (1). P. 35

² Gillis, G. (2013). *The Importance of Speaking Skill*. Cited in www.geraldgillis.com

³ Mattarima, K. & Hamdan, A. R. (2011). *The Teaching Constraints of English as a Foreign Language in Indonesia: The Context of School Based Curriculum. SOSIOHUMANIKA*, 4(2)

⁴ Al-Hosni, S. (2014). Speaking Difficulties Encountered by Young EFL Learners. *International Journal on Studies in English Language and Literature (IJSELL)* 2 (6), pp. 22-30

learners often finish a language course with the conviction that they are not sufficiently prepared for speaking beyond the classroom.⁵

According to Ur, there are many factors that cause difficulty in speaking, which are: inhibition, nothing to say, low or uneven participation, and mother-tongue use. Inhibition means students are worried about making mistakes, fearful of criticism, or simply shy. Second is nothing to say.⁶ Students have no motive to express themselves. Next factor is low or uneven participation. Only one participant can talk at a time because of large classes and the tendency of some learners to dominate, while others speak very little or not at all. The last one is mother-tongue use. Learners who share the same mother tongue tend to use it because it is easier and because learners feel less exposed if they are speaking their mother tongue. In addition, there are many other factors that cause difficulties in speaking English among EFL learners. Some of these factors are related to the learners themselves, the teaching strategies, the curriculum, and the environment.⁷

According to Harmer J., we build words and sentences with individual sounds when we talk, and we also alter the pitch, intonation, and emphasis to communicate different meanings. Speakers have a wide variety of expressive options at their disposal. Apart from the actual words they use they can vary their intonation and stress which helps them to show which part of what they are saying is most important. By varying the pitch and intonation in their voice they can

⁵Aleksandrak, M. (2011). *Problems and challenges in teaching and learning speaking at advanced level*. *GLOTTODIDACTICA XXXVII*. P. 38

⁶Ur, P. (2009). *A Course in Language Teaching (Practice and Theory)*. Great Britain: Cambridge University Press, p. 121

⁷Ibid., Al-Hosni, p.48

clearly convey their attitude to what they are saying, to they can indicate interest or lack of it, for example, and they can show whether they wish to be taken seriously. At any point in a speech event speakers can rephrase what they are saying; they can speed up or slow down. This is frequently done in reaction to feedback they are receiving from their listeners, who will demonstrate their lack of understanding by a range of gestures, attitudes, and interruptions. Additionally, the speaker can convey a message more effectively when speaking to someone face-to-face by using a variety of facial expressions, hand gestures, and general body language.

To be social, to get what we want, to get what we want others to do, to help someone else, to respond to someone, to express our feelings or opinions about something, to exchange information, to refer to an action or event in the past, present, or future, or to refer to the possibility of something happening are all reasons why we speak, according to Lindsay and Knight.

Because they believe that English is a foreign language and is particularly challenging to grasp, many junior high school pupils have poor speaking abilities. When the researcher ask the teacher of English about the students' skills in speaking, the teacher tells that the students have the difficulty in learning English especially in speaking skill. They have such a difficult time expressing themselves in English.

Some learners are lack of motivation to speak English. They do not see a real need to learn or speak English.⁸ For example, students in Indonesia rarely

⁸ Ibid., Al-Hosni, p. 24

find the need of speaking English because they seldom use it daily. They think they only need it when they are in English class or when they meet the foreigner. The other factor is self-confidence. Based on Tuan and Mai's research result, self-confidence affected significantly on L2 learners' oral performance. They stated if the learners were more confident, they would have better oral performance.⁹

The role of the teacher and its management style is highly important and essential for succeeding in educational objectives of students in proportion of today world.¹⁰ Moreover, the teachers' role to provide effective plans/strategies in accomplishing students' educational needs, whose general purpose is to communicate using the language being learnt.¹¹ These imply that it is teachers' responsibility to make students speak English by employing suitable teaching strategies and technique of speaking.

According to Chaney, speaking English is the process of creating and exchanging meaning in a variety of circumstances through verbal and nonverbal signals.¹² Speaking further clarifies the Qur'an, which is found in Q.S. Ar-Rahman: 3-4 :

وَلَقَدْ خَلَقْنَا الْإِنْسَانَ

وَعَلَّمَهُ الْقَبْيَانَ

The meaning: Created man, (and) taught him eloquence.

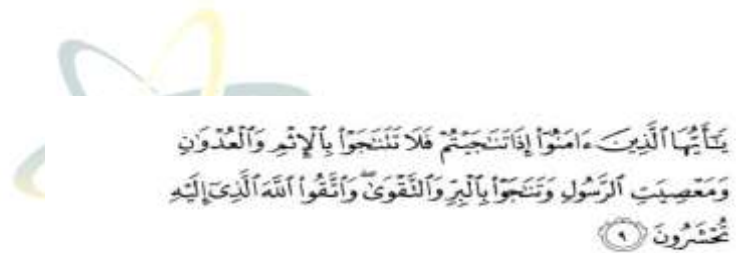
⁹Tuan, N. H. & Mai, T. N. (2015). Factors Affecting Students' Speaking Performance at Le Thanh Hien High school. *Asian Journal of Educational Research* 3 (2), pp. 8--23.

¹⁰Esmaili, Z., Mohamadrezai, H., & Mohamadrezai, A. (2015). The role of teacher's authority in students' learning. *Journal of Education and Practice*, 6(19).

¹¹Cole, D., Ellis, C., Mason, B., Meed, J., Record, D., Rosseti, A., & Willcocks, G. (2007). *Teaching speaking and listening: a toolkit for practitioners*. Bristol: portishead press.

¹²Al Bayan. (2001). *Al-qur'andan Terjemahannya*. Semarang: AsySyifa. p.1429

Based on pieces of the verses of the Qur'an above says that Allah SWT who created man and taught the humans are good at talking. This indicates that God Almighty is the source of our ability to speak. Humans can only fully realize their potential when communicating. Additionally, Allah SWT says in Q.S. Al-Mujadila:



The meaning : O you who have believed, when you converse privately, do not converse about sin and aggression and disobedience to the Messenger but converse about righteousness and piety. And fear Allah SWT , to whom you will be gathered.¹³

In this verse, Allah (SWT) warns believers from discussing the causes of sin, animosity, and disobedience to the Prophet. Allah SWT instructed us to discuss developing piety and morality. Then it can be deduced that speaking is to convey a message to someone with a decent path, a nice word, don't talk about sin, and always talks about the positive things, in accordance with Islamic teachings. That's the attributes of the believers if seen from the way he speaks. From the discussion above, the writer can conclude that speaking is the ability of human being to deliver the message to the listener by the good way in some context, and the listener understand about the message.

The other verses that state the existence of speaking that be stated in the holy

¹³ Ibid, p.1461

Qur'an verse Al- Alaq verse 4-5.

الَّذِي عَلَّمَ بِالْقَلَمِ ۖ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ

Meaning: *Who teaches (human) with delivery of kalam. He thought humans what he did not know.*¹⁴

Based on the above verse, God asks humans to speak something well and correctly, and be honest in every event both in the field of sales or in the realm of knowledge, so that one day we can help us in remembering something. For example, in the field of society, in the activity of recitation of mothers, during participating in and becoming members of the study have money (cash or weekly money), and it must be written down so that later it is not mistaken or forgotten. In the field of education for example students write lesson material correctly so that it can help them read or remember it when the lesson is repeated.

Prophet Muhammad said:

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SUMATERA UTARA M قِيدُوا الْعِلْمَ بِالْكِتَابِ

*“Tie the science by speaking” [Hadist by Al-Albaaniy in Silsilah Ash-Shahiihah no. 2026]*¹⁵

By encouraging class engagement and asking students to picture themselves in a scenario similar to one they may encounter in the real world, using role plays to teach speaking is one of the strategies to increase students'

¹⁴ Abdullah Yusuf Ali. 2008. *The Holy Qur'an: The Original Arabic Text with English Translation and Selected Commentaries*. Malaysia: Saba Islamic Media.

¹⁵ Jauzaa, Abdul. 2019. *Salafantara Mencatat dan tak Mencatat*. Accessed on January 19th. <http://abul-jauzaa.blogspot.co.idat/2011/10salaf-antara-mencatat-dan-tak-mencatat.html>

interest, motivation, and proficiency in speaking English. According to Little Wood, "in role-playing techniques, learners are asked to envision themselves in situations that occur outside of the classroom, to adopt a specific role in this situation, and to behave as if the situation actually existed".¹⁶

Because it allows students to practice speaking in a variety of social contexts and social roles, role play is crucial in the teaching of speaking. Additionally, it gives pupils the chance to be imaginative and temporarily put themselves in another person's shoes. As Brown remarked "Role play offers some preparation time so that student may map out what they are going to say, and it has the impact of lessening concerns as students can, even for a few seconds, take on the persona of someone other than themselves".¹⁷

The author expects that teaching speaking through role playing would aid students' learning and make learning English easier for them. Speaking activities that promote teaching and learning are also necessary. Additionally, the classroom should be enjoyable so that the kids are motivated to learn. Additionally, by using method, the difficulties of teaching English as a second language were addressed.

As a consequence, it may track student progress and direct them toward greater growth. When a method is ineffective, a teacher only needs to tweak it or switch to a different one that is more appropriate for the situation and the topic being taught. Role playing appears to be an effective teaching method that may be utilized to amuse students and boost their drive to learn how to speak.

¹⁶ William Littlewood, *Communicative Language Teaching - An Introduction*, (Cambridge: Cambridge University, 2002),p.49

¹⁷ Douglas Brown, *Language Assessment: Principle and Classroom Practice*. (San Francisco: Longman, 2003),p.174.

Thus, based on the background above, the researcher decided to carry out a research entitled: *“The Effect of Role Play to Increase Students’ Self-confidence on English Speaking Skill at MAs Darussalam Parmeraan.”*

1.2 The Identification of the Problem

Based on the background of the study which has mentioned above, some problems are identified as follows:

1. The students’ ability in speaking is still low
2. The students did not have motivation to learn English
3. Most of the students had not many vocabulary.

1.3 The Limitation of the Problem

Based on the identification of the study, the research limites and focus in this research about *“The Effect of Role Play Technique on Students’ English Speaking Skill at MAs Darussalam Parmeraan.”*

1.4 The Formulation of the Problem

The researcher formulates the issues in this study as follows in light of the study's background and the aforementioned problem identifications:

“Is there any significant effect of using role play technique on students’ speaking skill at MAs Darussalam Parmeraan?”

1.5 The Objective of the Problem

Based on the background of the problem and formulation of problem above, the objective as follow:

To find out whether is significant effect of using role play technique on students' English speaking skill at MAs Darussalam Parmeraan.

1.6 Significance of the Study

The significances of the study, as follows:

a. The students

By reading this study, the students can know and understand the technique to improve their speaking skill. Besides, the finding of the research hopefully inspired them to increase their self-confidence in speaking English.

b. English Teachers

This study is expected to enrich their knowledge deeper, wider, and more comprehensive about role play technique in developing students' speaking skill, and to give information related to teaching technique could be used in teaching speaking, primarily to enhance teaching and learning quality. It provides information related to role play technique which can be used to teach speaking skill.

c. The School

It is hoped to give the clear idea on the contribution and the effect of role play in learning that can be applied not only in English subject but also other subjects.

d. The other Researcher

This study can be as an entry point in enhancing the knowledge, comparison, and source in doing the similar research or examining the topic that is related to this research.