CHAPTER I

INTRODUCTION

This chapter describe the research background, problem identification, limitation of the research, Formulation of the research, research objectives, and research significance.

A. Background of the Research

In this increasingly advanced era, humans are required to rule the world so that they are not outdated. Mastering the world does not mean that humans have to do colonialism, but humans must be able to keep up with the times. Currently, humans who are up to date are humans who can master technology and various kinds of foreign languages.

Talking about foreign languages, we can remember the importance of using foreign languages in this era of globalization. We can rule the world if we have mastered one of the international languages. This is undeniable; when we are abroad where the population is not of Indonesian blood, we must use English, an international language. So it can be said that foreign languages are indispensable and help us communicate with people worldwide.

Indonesia is one of the countries that do not speak foreign languages. Therefore foreign languages in Indonesia are mandatory subjects taught in schools. One of the foreign languages studied in Indonesia is English. English is a language that is widely used in the era of globalization. The existence of English language learning in schools is expected to be the initial gate for students

to understand foreign languages so that students can adapt to various information in foreign languages and the international environment.

In learning English at school, one must learn four skills. Tarigan (2008) states that four skills can develop in learning English: listening, speaking, writing, and reading. Darancik (2018) also mentions that there are four primary and interrelated language skills referred to as "macro skills," namely, listening, reading, writing, and speaking, as an integral part of foreign language teaching. Speaking ability is one of the essential English competencies to develop among the four competencies.

Speaking is one of the skills in learning English. Speaking is used to communicate. Brown (2001) said that speaking is interactive learning to construct meaning that involves the production, reception, and processing of information. It means that speaking can build meaning to communicate with each other. We can get information from listeners, receive information from speakers, and process that information to make a speaking activity. It proves that speaking is essential for students in learning English.

Speaking skills are taught to students to be able to use English in actual communication. The 2013 Indonesian curriculum states that since junior high school, English lessons have been mandatory for students, meaning that teachers and students must be able to master English. To speak a foreign language to share understanding with others requires attention to precise language details. A speaker needs to find the most appropriate and grammatically correct words to

convey meaning accurately and precisely and organize the discourse so the listener will understand. In addition, Nunan (1991) states that people must master the art of speaking. Speaking is the most critical aspect of learning a second or foreign language,

Students face several problems in practicing speaking in schools, such as pronunciation, grammar, vocabulary, fluency, and understanding. These problems cause students to have difficulty learning English, so they lack confidence and lose motivation to learn English.

In addition to the problems above, the teacher's teaching method in the classroom is also one factor that influences students in learning to speak. Currently, there are still many teachers who still use the teacher learning center. That is, the teaching and learning process is focused on the teacher's explanation. As a result, passive learning occurs in the classroom. Passive learning can reduce student activity in the classroom. This is a problem in the teaching and learning process, especially in learning speaking skills, because speaking requires practice and is more active.

Using the active learning method applied by the English teacher at SMAN Tulakan can have a different impact on learning to speak. Learning activities use role-playing strategies. Role play is one technique to help students learn English. Role-playing gives students more creativity and makes them confident in speaking English. According to Stephen D. Hattings (1993), role-playing can be

a good activity for students to enjoy learning English and allows them to practice and develop their communication skills.

Furthermore, several researchers have conducted some research on the problem of speaking. For example, in SMP Negeri 1 Tirtomoyo Wonogiri by Wulandari (2010), The results of his research are the problems faced by students, namely: students have difficulty making sentences and difficulty making sentences with the correct structure. Students lack and have difficulty remembering all the vocabulary used to communicate with others. So that students are embarrassed to start conversations with other students in the class.

In the second previous study, researchers took from IAIN Raden Intan Lampung by Wakiah (2014), who concluded that the students' speaking skills were vocabulary, pronunciation, and grammar problems. It can conclude that the main problems that students usually face in mastering speaking are: vocabulary, pronunciation, and grammar. This difficulty causes students' motivation in learning English to be significantly less.

Looking at the previous problems based on the results of the researcher's observations in the practical field experience (PPL) in class XI MIPA 2 SMAN Tulakan, the researchers found several problems experienced by students in learning to speak, including students who did not master vocabulary, students had difficulty in composing sentences in English. Students are not confident when they want to speak English and are less motivated to learn English. Based

on the problems above, the researcher analyzed the strategies used by teachers in teaching English.

Based on the reasons above, the researcher wants to research the strategies used by teachers in teaching speaking in the classroom. The researcher believes that the role-playing strategy applied by the teacher in the classroom can affect students' speaking practice. In addition to adding vocabulary knowledge, role play strategies are assessed as increasing students' confidence in speaking and motivation to learn English.

This research was conducted at SMAN Tulakan for class XI MIPA 2. The focus of this research is that the researcher wants to analyze the use of role-playing in teaching speaking. Therefore, the researcher focused on speaking activities using role-playing in English lessons' teaching and learning process. The researcher hopes this strategy can help students of class XI MIPA 2 SMAN Tulakan in speaking practice. It is also expected to make them speak English well after using this strategy. Here the researcher conducted research entitled Implementation of Role Play in Speaking Practice for Class XI Students of SMAN Tulakan Academic Year 2021/2022.

B. Identification of the Problems

Based on the research background, the problems that can identify are as follows:

1. First, related to student responses in class, some students are less motivated to learn English. It is because students think that English is very complicated to learn.

2. Second, related to teaching activities that require particular strategies to facilitate speaking learning to create active and fun speaking learning.

3. Third, related to the lack of use of practice-based learning strategies. In class XI SMAN Tulakan, teachers often use textbooks as the primary source of learning English.

4. Fourth, related to the role-playing strategy at SMAN Tulakan, the researcher wants to know the shortcomings and disadvantages of its implementation.

5. Fifth, students have difficulty memorizing vocabulary due to obstacles in learning to speak. Lack of mastery of vocabulary causes students to find it very difficult to compose sentences in English.

C. **Limitations of the Research**

Based on these problems, the researcher limits the scope of the research to clarify the problem systematically. This study only focuses on analyzing the implementation of role play, students' perspectives, and the advantages and disadvantages of role play in the speaking practice of class XI MIPA 2 SMAN Tulakan academic year 2021/2022.

D. **Formulation of the Research**

Based on the limitations, the researcher has several questions:

1. How is the implementation of students' speaking practice using role play in the eleventh grade of SMAN Tulakan in the academic year 2021/2022?

2. What are students' perspectives on the implementation of role-playing for speaking practice in the eleventh grade of SMAN Tulakan in the academic year of 2021/2022?

3. What are the advantages and disadvantages of implementing role play techniques in the eleventh-grade students of SMAN Tulakan in the academic year of 2021/2022?

E. **Objectives of the Research**

Based on the Formulation of the research, the objectives of the research were:

1. To describe the implementation of students' speaking practice using role play in the eleventh grade of SMAN Tulakan in the academic year 2021/2022.

2. To find out the student's perspective on role-playing implementation for speaking practice in the eleventh grade of SMAN Tulakan in the academic year 2021/2022.

3. To find out the advantages and disadvantages of applying the role play technique in the eleventh grade of SMAN Tulakan in the academic year 2021/2022.

F. Significant of the Research

The purpose of this research is not only to find out about the implementation of role play but also to:

1. Theoretically

This research contributes to the application of role-playing in students' speaking practice and what are its advantages and disadvantages. It is helpful for other researchers to understand the application of role-playing to speak practice when used as a reference.

2. Practical

This research is expected to benefit English teachers, students, and researchers.

a) English teacher

This research is expected to provide benefits for English teachers and is expected to enrich knowledge about role play techniques in students' speaking practice so that teachers can use these techniques.

b) Student

The researcher hopes that this role-play strategy can benefit students, especially in students' speaking practice, and can be an effective media for students to learn to speak English.

c) For Researchers

By conducting this research, the researcher hopes to gain valuable experience and do better research in the future. The study results will motivate researchers to become creative teachers teaching English in the classroom.