

# CHAPTER I

## INTRODUCTION

### A. BACKGROUND OF STUDY

Speaking is important in learning English as a foreign language because the main purpose of learning English is that student can speak English fluently. In English foreign country as Stephen D. Hattings stated that student can not speak well Because the student seldom practice English in speaking. they feel afraid, not confident, and shy talk in front of many other students or just exchange ideas with each other.<sup>1</sup> And then, from speaking students can learn English correctly and fluently speak English in front of the class and interesting for foreign English learning. Besides that, student not only good in english learning in the classroom. but also made students good interacting in communication with foreign people.

Bachman stated that Speaking is a meaningful interaction, forms a part of the shared social activity of talking.<sup>2</sup> It means two or more student talk to each other about things that they think are mutually interesting and

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<sup>1</sup> Mc. Donough JO and Cristoper Shaw, *Material and Method in ELT: Applied Language Studies*, ( Cambridge: Blackwell,1993) p. 165

<sup>2</sup> Sari Louma. *Cambridge Language Assesment Series : Assesing Speaking* ( Cambridge University Press, 2004 )

relevant in the situation. Their aim can be to pass the time in communication, amuse each other, share opinion or get something done.

In this situation, they can direct interaction with each other and do these things together. In speaking English, students must understand what is being said to them and be able to respond to achieve their communicative goals. Besides interacting and communicating with each other, students also can speak English fluently, assessment in speaking mistakes and getting new vocabulary to add insight into speaking English.

Based on the writer's experience during teaching practice (PPLK) in SMPN 1 LABUAN, most students face difficulties in speaking English.

when they were given the task of introducing and presenting assignments to each other,

they difficult to understand what they want to say. because speaking skills were still relatively low. They seemed to be discouraged during the speaking class, and could not perform speaking in the right way.

It was still difficult for them to generate and deliver ideas through speaking. Moreover, The problem face in speaking almost all students dealing with fluency, especially in vocabulary and pronunciation. And many students got problem from themselves such as feeling afraid, shy and not confident. Then, The solution to this problem is that the teacher

should know more about approach, method, and strategy in learning English, as a method will support the teacher's way to make teaching - learnings is more effective. In teaching - learnings English, there are many strategies that can motivate students according to the materials or potencies of the students.

the students who learn English will be successful in the learning process or media is interesting. Therefore, the writer propose Teknik in speaking that can be used to improve students abilities in speaking skill. The Technic is role - playings simulation. Role - playings Simulation is one of the interesting teaching in speaking skill.

In Addition, Ments stated that role playing simulation includes both playing roles and real lifes situations in which learners are put through a certain set a communication task as well as problems and interactions with other people in group.<sup>3</sup> It means this technique is a very suitable teaching for teachers and effective solution for students English communicative speaking skill problem as well as build their confidence in speaking English with their teacher and classmate.

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<sup>3</sup> Suchada Tipmontree and Asama Tasanameelarp, "The Journal of Asia TEFL: The Effects of Role Playing Simulation Activities on the Improvement of EFL Students Business English Oral Communication", Vol. XV, No. 3 (October, 2018), 737.

good interacting in communication with foreign people. As can be seen from the statements above, role -playings simulation allowing students to act on that role, not only allowing them the opportunity to use their English skills, but also giving them real-life experiences to be fluent in speaking English and team works to express their ideas in groups.

Hyland stated that provided three main reasons showing the importance of Role-playing simulation technique in English language teaching.<sup>4</sup> The first reason is this method can increase student's motivation in learning English and interesting during their learning process. secondly, students get the influence of playful experience, create a supportive, and students can give expression to freely use their English skills. Thirdly, role playings simulation students can communicate with each other and encouraging them to build up structures, vocabulary on real-life situations.

Then, from this reason, role-playing simulation is one method that is effective for teaching speaking English learning in the classroom.

Students can feel interesting dan enjoying learning and can motivate themselves to be able to learn English better.

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<sup>4</sup> Hyland ken, *Language Learning Simulations: A Practical Guide. English Teaching Forum*, 16–22.

Besides that, students not only good in English learned From the explanation above, the writer assumed that role - playings simulation seems to be a good alternative way of teaching English. Because this method can make students active in teaching - learnings process, it also allows the student to be creative in stimulating practicing English for themselves in communicating in different social contexts and different roles to other people. this method also gives students the opportunity to learn English in speaking in the target language for a long time and students naturally produce more talk than they should studying in the classroom.<sup>5</sup>

Based on the Background above, the writer would like to conduct the research entitled “ The Effect of role - playing simulation to improve students speaking skill” (A Quasi- Experimentals at the Seventh Grade of SMP N 10 Cilegon).

## **B. Research Questions**

The research question of this research are formulated as follow:

1. How is The Students Speaking Skills?
2. How is Role Playing Simulation Applied in Teaching Speaking Skills?

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<sup>5</sup>Muin and Aswati, “*Effects of Socio-Affective Strategies on Students Self-Confidence in Classroom Speaking Activities,*” *Loquen : English Studies Journal*, Volume 12 No. 2 (July- December, 2019), 91–98.

3. How is the Effectiveness of Role Playing Simulation in Teaching Students Speaking Skills?

### **C. Objectives of The Research**

It is expected that the objective of the research is :

1. To Know The Students Speaking Skills.
2. To Know Role Playing Simulation Applied in Teaching Speaking Skills.
3. To Know The Effectiveness of Role Playing Simulation in Teaching Students Speaking Skills.

### **D. The Significant of The Research**

The significant of the research are formulated as follows:

The study of this research is expected to know the effect of role playing simulation to improve students speaking skill for seventh grade of junior high school. Therefore, it can be one of solving problems in teaching speaking and learning speaking that faced by the teachers in improving the students speaking ability.

Besides, by using role playing simulation, it can motivate the students to speak English without considering of mistakes and error in speaking. Moreover, it helps to provide knowledge on ways to develop natural ways

in speaking activities and to become the students more active in teaching learning process.

This method probably will be used as a reference for those who want to conduct a research in English teaching process, especially to know the effect of role play simulation when it applied in speaking class.

#### **E. The Limitation of The Study**

The writer limit the problems in the use of role playing simulation activities in teaching speaking and some types and procedures in using role playing simulation with The Materials Describing People from using Whatsapp media in the Seventh Grade of junior high school at SMP N 10 Cilegon in 2021-2022 academic year.

#### **F. The Organization of Speaking**

This paper divided into three chapters. The following is short description about what each chapter contains.

Chapter one : Introduction. It includes background of study, statement of the problem, objectives of the study, significant of the study, limitation of the study and organization of speaking.

Chapter two : Theoretical Foundation. It consists of definition of speaking, the aim of speaking, aspect of speaking, type of speaking, teaching speaking, definition of role play, types and procedures in using

role playing simulation, and significance of role playing simulation in teaching speaking.

Chapter Three : Methodology of the research. It consists of research method, place and time, population and sample, instruments, data collection and data analysis.

### **G. Previous Study**

In conducting this research, the researcher has read these following previous researches that are done by using Role Playing Simulation in speaking skill as follow :

1. Sari Irianti (2011), entitled, “ *Using Role Play in Improving Students Speaking Ability ( A Classroom Action Research in the second year students at VIII.1 Class of SMP PGRI Ciputat) “*.

She concludes that by using Role Play in improving students speaking test result of the second grade students of SMP PGRI Ciputat has shown the improvement of students speaking scores and also every component of speaking like pronunciation, fluency, grammar and vocabulary. Based on the research findings, it can be said that using role play technique in teaching speaking is success since the criteria of success were achieved.

2. Kunto Laksono Hadi (2015), entitled “ *Using The Role Play Technique To Improve The Speaking Skills of Grade XI Students of SMAN 1*



*Panggang)*”. The material was the combination of the material which given from the the posttest, cycle 1 and cycle 2. The result of the research showed that implementation of the role-play technique in the english teaching and learning process was effective to improve the students speaking skills.

3. M. Noor Afdillah A.A (2015), entitled “ *The Effectiveness of Role Play in Teaching Speaking ( An Experimental study for Eight Grade of SMPN 244 North Jakarta)*”. The researcher scored five component of speaking skills ( comprehension, fluency, Vocabulary, Pronunciation and Grammar). The method of the study used quantitative research through quasi- experimental study by using pre-test and post-test design. Researcher concludes that teaching speaking using role playing is effective. The use of role play makes the speaking and learning activity more enjoyable and interesting.

As we know from several previous studies above it can be concluded that most students love role play technique. Moreover, they admitted that their speaking ability is improved.