

CHAPTER I

INTRODUCTION

A. Background of The Study

English is important language in the world. Because in the decade, English has become a popular foreign language used for communication between people who do not share the same first language. As Harmer point out, English is spoken by at least a quarter of the world's population. It is important too, to realize that this mean it is not spoken by three quarter of the population. However, it is clear from the way its use has grown in the last decade that this situation about to change.¹ It means English is really important for life, especially for development of knowledge, science, culture, and relationship among country.

There are four skills that must be mastered by students, which are listening, speaking, reading and writing. According to Harmer in his book, the four skills are divided into two types, are : receptive skill and productive skill. Receptive skill is a term used for reading and listening skill where meaning is extracted from the discourse. And than productive skill is the term from speaking and writing, skill where students actually have to produce language themselves.² The four skills are crucial, but the most crucial is speaking which seems to naturally be the most important.

And there are several methods for English teaching that can help the speaking teacher to build or create the situation where language is used actively. But, to reach successfully in teaching speaking skill

¹Jeremy Harmer, *The Practice of EnglishLanguage Teaching*, (England: Longman,2002),18.

²Ibid., 265.

achievement, the writer concludes if communicative language teaching (CLT) is one the method which suites with the major purpose in teaching speaking skill. According to Harmer, activities in CLT typically involve students in real or realistic communicative task they are performing is at least as important as the accuracy of their language use.³

In this research the writer will focus on communicative language teaching (CLT) as the language methodology in improving speaking skill. Because, the writer believes communicative language teaching method can solve the problem faced in the speaking class activities and make students more interested and more desirable to communicate and interact in many possibilities they have. And in this method the students must use the opportunity to express their opinions, feelings, and to get some of information and to make a situation which can involve students in real communication.

In this research too the writer has chosen a role play technique in teaching speaking skill though communicative language teaching. It stated freeman's book, that to try use any techniques or materials associated with CLT, they are: authentic material, scrambled, sentences, language games, picture strip story, and role plays.⁴

B. Statement of The Study

According to Background above, the writer comes to the conclusion that the problems which can be stated here are:

1. What are the issues in Communicative Language Teaching (CLT)?

³Ibid, 69.

⁴Diane Larsen-Freman. *Techniques and Principles in Language*, (UK: Oxford University Press, 2000), 132.

2. How to make students' are confidence to practice communicating in front of the class?
3. How is the effective of CLT on students speaking ability?

C. Limitation of The Study

Focusing on the topic of study, the writer limits the problem as follow:

- The explanation of the Communicative Language Teaching (CLT), is the meaning of Communicative Language Teaching (CLT),
- The explanation of the teachers role in communication activity and the students role.
- The explanation of the definition of speaking.
- The explanation of the definition of role play.

D. Previous of The Study

Based on the paper by Siti Nurhayati of UIN Syarif Hidayatullah Jakarta, the title Teaching Speaking Skill Through Communicative Language Teaching. In this case that communicative language teaching is a suitable method to improve and solve the problem of students' speaking skill. Many problems that happens in teaching speaking skill and that all can be solve by CLT, because communicative language teaching is method that can help an English teacher to build or create the situation where language is used actively and can involve the students in real or realistic communication.

Some example of problems that happens in teaching speaking skill, are: the students cannot active communication and interaction, difficult to create the great conversation, lack of spontaneously communication,

difficult to comprehend message that they receive and it makes them do not know what they to say or should say and the last problem is fluency it because lack of practice. And in this way the students of speaking skill can be improved by CLT.

Based on the paper by LIA KURNIATI of IAIN SMH Banten, the title is *Developing Students Communicative Speaking Ability ByUsing Poetry*. In this cases the students' Communicative speaking is low, and this is occurs is caused by many factors, one of them is the material that can make students not interesting. But after being taught poetry as material in teaching speaking, the students more interesting, more active and they got improvement in communicative speaking. The result of students included in this research is commonly improved. Beside from average score of students of pretest and posttest also can see from the level of speaking skill. In the last test the students can ask and answer question on very familiar topics: within the scope of his or her very limited language experience can understand simple questions and statements, allowing for slowed speech, repetition or paraphrase; speaking elementary needs; errors in pronunciation and grammar by a native speaker used to dealing with foreigners attempting to speak his or her language.

Based on the paper ANI KHAERUNISA of IAIN SMH Banten, the title is *The influence of Task Based Language in Increasing students' Speaking Ability*. In this case the position of speaking ability at second grade of MTs before do treatment is good, it can be known from the result of pre-test. Based on the criteria of students score, it can be known that highest score of students speaking ability is good and the lowers score is poor. The result of post-test after treatment show that the highest score is 9 of six students and the lowers score is 4 of two students. There

is the improvement on the students' score that the highest score is excellent and lowers score is good. It mean in this paper there is the effectiveness of information gap activity in teaching speaking and this technique can increasing students' speaking ability at second year students at MTs. And in this paper the writer said the teacher must increase continually in giving motivation to students and use the effectiveness technique that can make students be able to speak English well.

E. Objective of The Research

According to Nunan and Bailey, "the overall purpose of a survey is to obtain a snapshot of conditions, attitudes, and/or events of an entire population at a single point in time by collecting data from a sample drawn from that population".

Relevant to the purpose and research question above, objective of the research will be employed to capture about Using Role Play In Improving Students' Speaking Ability.

And according to the problems stated above, the writer will be aimed at finding out:

1. The solution to improving students speaking ability.
2. The way that make classrooms need to become "*talking time*"
3. To identify students learning process by using CLT.

F. Hypothesis

Hypothesis is a formal statement about an experimented relationship between two or more variable, which can be tasted through an experiment.

Based the purpose of the study and the definition hypothesis above, the writer can hypothesize as follow:

Ha: There is significant to using communicative language teaching through role play in improving students' speaking ability.

Ho: There is no significant to use communicative language teaching through role play in improving students' speaking ability.

G. Organization of Writing

The organization of writing of five chapters as follow:

Chapter one is introduction which consist of background of study, statement of study, limitation of study, previous study, objective of the research, aims of the study, hypothesis, and organization of writing.

Chapter two is theoretical framework which explains: communication language teaching, definition of speaking, teaching speaking by Using CLT, teacher's role in communicative activity, the Students' role, procedure of CLT, and definition of role Play.

Chapter three is research methodology. The contents are method of research, time and location, population and sample, the technique of collecting data and the technique of analyzing data.

Chapter four is the result of research. Those are description of data and interpretation of the data.

Chapter five is conclusion and suggestion.