

CHAPTER I

INTRODUCTION

A. The Background of Research

For many years, English has been considered as an international language. Almost all the people from many different countries around the world use it to communicate. English has always become a special language which interest all people. It's because of the importance of English in any scope of our lives.

Today, the first international language is English, and in this globalization era, millions of people want to improve their English speaking or to ensure that their children achieve good English speaking. It's because English speaking is one of the ways to communicate.

Communication is an essential need for human being. Language as a means of communication has an important role to reveal an intention to someone else. Since language is a means of communication, it is not enough for students to learn eords, phrase and grammatical features if they want to produce language in their daily communication or to interact with others in English.

The importance of language also mentions in the Qur`an Ar Ruum verse 22 as follow :

وَمِنْ آيَاتِهِ خَلْقُ السَّمَاوَاتِ وَالْأَرْضِ وَاخْتِلَافُ أَلْسِنَتِكُمْ وَأَلْوَانِكُمْ

إِنَّ فِي ذَلِكَ لآيَاتٍ لِّلْعَالَمِي

Based on the verse above it knows important the language. Because God create so many language so that every human in the world can communicate each other to exchange the information in their everyday life.

Therefore, the most important that should be noticed in teaching speaking is how to activate all of language elements, such as vocabulary, grammar, and pronunciation, which students have possessed to communicate, since the main function of language is a means of communication. It means that the goal for students learning English speaking is that they are able to use language to communicate effectively and appropriately for all life's requirements, both social and academic.¹ The students have to be able to express their thoughts, ideas, and feelings orally in English without thinking for a long time before saying what they wish to say.

Based on the writer's observation of the IX grade of MTs Inayatuththalibin Banjarmasin, the writer found that the students are poor in English speaking skill. When they speak English, they take so much time thinking what they are going to say, some of them did not say anything. Many factors can cause the problem of the students' speaking skills, among others the students' interest, the material, the media, and technique in teaching English. In MTs Inayatuththalibin the teachers teach traditionally. The teacher asks the students to perform that dialogue in front of class without asking them to develop a more communicative dialogue using their own way. So, they only memorize the dialogue and most of the students do not know how use some expressions taught

¹Teresa Walter, *Teaching English Language Learners*, (New York: Pearson Education, 2004), p. 16.

by their teacher in a real communication. This strategy cannot help the students to use language as means of communication.

The writer considers based on some reasons above that is necessary to find out an alternative way to create suitable and interesting techniques to students' condition. They need any practices to assist them in developing their speaking ability. Many techniques can be applied including role play because it encourages the students to be actively participating in the teaching learning process. This technique also gives students an opportunity to practice communicating in different social contexts and in different social roles.

The writer assumed that role play seems to be good alternative way for teaching English in MTs Inayatuththalibin Banjarmasin. Because this technique can make students active in teaching learning process, it also allows students to be creative and to put themselves in another person's place for a while. In addition this technique gives students opportunity to speak in the target language for an extended period of time and students might naturally produce more speech than they would otherwise.

So, in presenting this paper the writer decided to apply role play in teaching speaking and want to measure the success of using role play in the speaking class. Therefore the writer would like to takes a research under the title:

“Improving Students’ Speaking Skills through Role Play Technique for Class IXA at MTs Inayatuththalibin Banjarmasin School Year 2014/2015”.

B. The Limitation and Formulation of the Problems

The problem that will be discussed is limited only on the using of role play activity to develop the students' speaking skills in asking and giving interpersonal response at IX grade of MTs Inayatuththalibin school year 2014/2015

Based on limitation of problem mentioned above, the problem of the research can be formulated as follows; "can role play develop students' Speaking ability?"

C. The Objective of Research

This Research is conducted in order to develop students' speaking ability at ninth grade students of MTs Inayatuththalibin Banjarmasin through role play activities. The writer finds out that using role play in teaching speaking is quite effective. Therefore, the writer would like to prove whether the scores of speaking taught by using role play better or not.

D. Hypotheses

Based on the study of theory and framework, the writer stated the research hypothesis of this study is The using of role play can improve student's speaking skill.

E. The Significance of Research

The results of this research is expected to be useful develop learning English in MTs Inayatuththalibin Banjarmasin. People who are involved in this study were :

1. For English teacher of *MTs Inayatuththalibn* especially in teaching speaking.

Teacher can manage classroom activities communicatively by using role play activities.

2. For students .

It can motivate them to try to speak English as often as Possible, so that they can improve their ability in speaking skill. And it will help the students to master specific working skills which are related to their future career.

3. For school

To improve the teaching quality in this school so that the graduates at the school has increased.

4. For other researchers

It can function as additional references or sources to carry out or conduct further research about language learning and teaching.

F. The Method of Research

This research will be done by using Classroom Action Research method. As quoted by Mc Niff, Classroom Action Research is a reflective which conducted by the teachers to develop their teaching skill.² In addition Wijaya Kusumah stated that classroom action research is a research which is conducted by the teachers in their class with three ways, first is planning, second is acting, and third is reflecting which has the aim to develop teachers' teaching skill and to

²Wijaya Kusumah and Dedi Dwitagana, *Mengenal Penelitian Tindakan Kelas*, (Jakarta Barat: PT. Indeks, 2009), p. 8.

improve students' score.³ It can be seen Classroom Action Research is to solve teachers' problem in Learning.

³*Ibid.*, p. 9.