

# **CHAPTER I**

## **INTRODUCTION**

This chapter covers the background of the study, reasons for conducting the study, statements of the problem, objectives of the study, scope of the study, significance of the study and organization of the paper.

### **A. Background of the Study**

Education is a long-term investment that expands the business and requires substantial funds, this is recognized by everyone or a nation for the sake of its future. Likewise with the Indonesian nation pinning great hopes on educators, in future development of this nation, because from there young shoots the hope of the nation as the next generation is formed.

Although it is recognized that educators are a big long-term investment that must be arranged, prepared, and given the facilities and infrastructure. In the sense of considerable material capital, but until recently Indonesia is still struggling with classic problems in this regard, namely education quality. The problem after trying to find the problem is like a chain that circles and don't know where to start.

Learning is the heart of the educational process in an educational institution. The quality of learning is complex and dynamic and can be viewed from different perceptions and points of view across timelines. At the micro level, achieving the quality of learning is a responsibility professional responsibility of a teacher, for example through the creation of experiences meaningful learning for students and the facilities students get to achieve maximum learning outcomes (Susanto, 2014: 43). Very learning important role for human life, because with the existence of learning then

humans can think clearly, logically and not recklessly. With learning, humans can know what is good and what is bad.

The science of English skills contained many concepts, and logic which requires a lot of troubleshooting. English plays a very active role in various disciplines and advances the power of human thought to logically, analytically, systematically, critically, and creatively. To improve problem-solving skills need to be developed problem understanding skills, make English models, solve problems, and interpret problems. Because it is needed to understand so that students understand and know what is being studied. So that students can translate, interpret, and extrapolate the problem to the real world.

According to Hamalik (1998), learning is a combination composed of interrelated human elements, materials, facilities, and plans influence to achieve a goal. Eggen & Kauchak (1998) explains that there are six characteristics of effective learning, namely: (1) students Be active assessor of the environment through observing, comparing, finding similarities and differences and forming concepts and generalizations based on similarities found, (2) the teacher provides material as a focus of thinking and interact in lessons, (3) full student activities based on the assessment, (4) the teacher is actively involved in giving directions and guidance to students in analyzing information, (5) orientation learning content mastery and skills development thinking, and (6) teachers use teaching techniques that vary accordingly with the goals and teaching style of the teacher. According to Dimyati and Mudjiono learning is a programmatic teacher activity in design instructional, to make students learn actively, which emphasizes the provision of learning resources (Lefudin, 2017: 13).

Students can be said to understand the problem if they can translating the problem, interpreting, and connecting the problem that exists then students can look for solutions to cases that are he faced. Increased knowledge, can understand the content of the lesson, able to use and apply to concrete situations, can analyze and evaluate it.

Speaking skill is one of the language skills which is very important in yielding creative, critical and smart future generation. By mastering speaking ability students can communicate their thoughts and feelings intelligently based on the situation and context. Speaking in front of the people is very important so that we can communicate each other. Speaking English is one of the most important things in communication and it is used as a tool of communication among the nations in all over the world.

There are 32 grade 8 students of SMP Negeri 2 Lebaksiu District student. Most of the students are the children of farmers and laborers their parents pay little attention to them. Less environment support learning to speak English, most children are not confident in speaking English, as well as a lack of supporting facilities in learning English. So researchers want to improve the way students learn so they can speak English well, can speak English without fear of making mistakes in pronunciation, and enjoys the subject of English which has been a frightening specter for most students.

The grade 8 grade students' English subject scores are especially basic the discussion of speaking skills keeps the class average of 65. Fewer students mastering these techniques, often forget to use the appropriate vocabulary and the proper pronunciation and accent pronunciation.

The learning model is a plan or a pattern that is used as a guide in planning classroom learning. Model learning refers to the learning approach that will be used,

including the objectives of teaching, the stages in the activity learning, the learning environment, and classroom management (Darmadi, 2014:42). The learning model greatly influences the results of the learning process, if the learning model used is good then the results of the process of learning will be good too. This learning model helps a teacher in applying and designing something interesting learning for students.

Factors that cause the lack of historical awareness of the participants' students is due to the learning environment and education in schools inadequate, like my experience, ever sitting in Middle School (SMP). The teachers carry out the learning process with how to get students to memorize vocabulary, copying the material in the student's package book into the teacher's notebook explained only glued to the textbook there is no easy explanation understood by students, no linking specific explanations based on existing material, the learning model used by the teacher is just a lecture, the teacher has no effort in improving the learning model, the teacher does not innovate the process learning English because they are only fixated on the lecture model. So that the learning process was not interesting at all and finally the participants' students feel bored and not enthusiastic about following the process of learning.

In the teaching process, the strategies used are deployed fully by the teacher according to his ability and experience. Researchers in conveying the subject matter of Recount text use the Role-Play method which is supported by the TPACK (Technological Knowledge, Pedagogical Knowledge, and Content Knowledge) approach. This approach follows learning in Age Z, easy to understand, and use practices. This approach has a very important role and function as a tool in learning. To

clarify a concept or practice in Recount Text. Because of that, it is necessary to innovate and teach creativity.

EFL teachers must encourage students to use language for social interaction in the classroom. (Brown, 1994) advocates that students get enough opportunities to practise the language. This helps them to acquire the language in more natural contexts. Through interaction, students can build their own conversations and create meaning that they understand, and that supports and helps them. (Krashen & Terrel as cited in Lightbown & Spada, 1999) find that communication provides students with opportunities for them to focus on using the language rather than talking and learning the structure of the language. Therefore, the topics or themes around which students learn language should capture their attention and encourage them to interact more with each other. Teachers' emphasis should be on making meaning, not on error correction.

In modern era speaking English is very universal thing so that it can make people to be able to interact and communicate easier even though we come from different countries in the world. Many people can to speak in front of other people. By speaking with the people from different countries, people are able to know what happens in the world. People in the world use English to communicate each other and use speaking to interact each other too. Communication and speaking cannot be separated because they are connected each other. People are be able to communicate in English after they have learned it. It can be learned especially in the school where the students can focus their study to learn it. The aim to study English at school is not only for achieving good marks.

As explained at the background of the study, this thesis tries to answer the questions how the implementation of teaching speaking by using role play is. And how the students 'responses toward the use of role play speaking in classroom are. The purpose of the study are to describe the implementation of teaching speaking by using role play, and to describe the student's responses of the use of role play speaking in classroom. The researcher used descriptive qualitative method in this research. It is not in number or in statistic but in phenomenon description. (Bogdan and Taylor, 1992:21-22) state that qualitative research is one of the research procedure that generate descriptive data in the form of speech or writing, and the behavior of those being observed.

Based on these things so that students better understand the material Recount Text, the teacher needs to be creative and innovative by making props. Based on the description above, this research is entitled "THE USE OF ROLE PLAY TO HELP THE EIGHTH GRADERS TO DEVELOP SPEAKING ABILITY: AN ACTION RESEARCH"

## **B. Identification the problems**

The problem statements of the research are as follows:

1. How is the eight graders' perception like about the application of role play strategy in enhancing their speaking ability?
2. How can Role-Play develop the student speaking ability ?

## **C. Limitation of the Problems**

Based on the identification of the problem above, the researcher did limitations on the issues to be discussed, this is done in order for the discussion not to deviate from the focus of the research. The boundaries of the problem in this study is to find out how the influence of the model Learning Role Playing in Class 8 Middle School Students' Recount Text material Country 2 Lebaksiu.

#### **D. Formulation of the Problems**

By the background and limitations of the problems that have been described above, then the research problem can be formulated as follows:

Does the use of role play strategy engage the eighth graders in their speaking activities? And How is the eight graders' perception like about the application of role play strategy in enhancing their speaking ability?, What are the strengths and weaknesses in the application of Role-Play strategy in enhancing the eighth graders' speaking ability?

#### **E. Research purposes**

In general, this research aims to develop and know the Effect of Role Playing Learning Model on Awareness speak English for Class 8 students of SMP Negeri 2 Lebaksiu who are considered capable improve students English speaking.

After determining the background and the formulation of the problem above then the objectives of this research include:

To find out if the use of role play strategy engages eighth graders in their speaking activities, To elaborate how the eight graders' perception is like about the application of role play strategy in enhancing their speaking ability and to qualify the

strengths and weaknesses in the application of role play strategy in enhancing the eighth graders' speaking ability.

## **F. Benefits of research**

The benefits to be achieved through this research both in terms of theoretical and practical, namely:

### **1. Theoretical**

As information material in the development of science, especially about the Influence of the Role Learning Model Playing Against English Speaking Ability of Grade 8 Students of SMP Negeri 2 Lebaksiu.

### **2. Practical**

#### **a. The Teacher**

Can use the role-playing learning model to foster students' speaking confidence

#### **b. The Students'**

It is hoped that this role-playing learning model can foster the ability to speak English in each student

#### **c. The School**

Can be used as input in improving coaching as well as development for teachers so they can be more professional in implementing the learning process by using and managing various models of learning so that learning becomes quality.

## **G. Discussion Systematics**



The systematic design of the discussion in this study can be described as follows:

**The first chapter** are the introduction, covers the background of the problem proposed by the researcher, the boundaries of the problem, formulate the problem, make research objectives, research benefits, and discussion of systematics.

**The second chapter** is a literature review, covering the theoretical basis of learning to speak with the help of the role-play method students' English speaking skills in the English subject for grade 8 students of SMP Negeri 2 Lebaksiu Year 2022/2023 literature review.

**The third chapter** is about the research method, which includes the design research, class action objects, research subject settings, variables observed, research procedures, and research schedules.

**The fourth chapter** is the result of the research, which includes a brief overview of research location settings, an explanation of percyclic data, a data analysis process, and a discussion.

**The fifth chapter** is the closing of the research report which contains conclusions and recommendations.