

CHAPTER 1

INTRODUCTION

1.1 The Background of Study

Role playing is a method that directs students to have the opportunity to engage in thinking about how to act and react in real world situations. Indeed it is a strategy to teach speaking skills to students which leads them to practice directly. Role playing is defined as a teaching technique for organizing controlled, pre-communicative language practice. Role playing will help students to achieve fluency.

The same idea is put forward by Harmer (2007) who claims that role play can be used to encourage general oral fluency or to train students for certain situations, especially where they are learning for a specific purpose. And according to Ladousse (2009:5), role play is an activity and does not threaten students. This activity directs students to play like a drama. Students will play the role of being aware to speak in certain situations.

Many researchers have used this method and their research results that role playing can improve their speaking skills. Previous researchers have used the role-playing method described below :

Role playing is a method of acting out certain ways to interact with others in imaginary situations (Byrne,

1986) and to promote interaction in the classroom and increase motivation (Ladousse, 1995). In addition, Budden (2006) says that role playing is a speaking activity when you put yourself into another person or put yourself in an imaginary situation. Based on the explanation above, role play is not only used for interactive teaching in the classroom but also to stimulate students in real life situations. Byrne (1986), role playing can be grouped into two forms, written and unwritten role playing.

The definition used is the study of Aronson and Carlsmith which describes the study of role playing as an experiment in which the subject is asked to behave as if he or she is an exclusive person in a particular situation. The author tries to use Role Play to improve students' speaking skills. (Tompkin, 2018) defines role play as one of the teaching techniques in the classroom that encourages students to actively participate in the English learning process. Therefore, students practice the target language in contexts that are like using real-life situations.

Role play makes students more actively participate in the teaching and learning process, because this method provides a way of creating a communicative outreach

environment in which students actively become part of several real word systems and function according to their predetermined roles as members of that group (Kanneth O, 2008).).

Brown (2001:14) says, a technique where certain activities are realized in a class that is consistent with the approach as well. This is supported by Chirandon, et al (2010:2) who say, A number of affective teaching techniques are used to stimulate the interest of beginners. Using role play in class is one of the recommended techniques.

Ur (1981) stated that role play is to give students suitable topics to provide interests and subject matter for discussion, dividing them into groups to increase the number and quality of verbal interactions. Jane Revel explained The essence of this activity is understanding other people's situations, and to do this well, the player needs to address the other participants in the role, not just himself.

Elizabeth F. Barkley (2004: p. 150) says that Role Play is a situation created in which students intentionally act or assume a character or identity that they do not want to normally assume to achieve learning objectives. Role playing is very important in teaching communication language because it gives students the opportunity to practice communicating in different social contexts and in different social roles. Therefore, the communicative language teaching approach (CLT) is very appropriate to support the above problems because this approach is learner-centered and emphasizes communication in reallife situations (Fauziati, 2009: p. 143)

From previous researchers it was found that the role playing method could improve students' speaking skills. In this research, the writer wants to apply the role playing method to the students in SMP Marisi Medan. The author hopes that this method can be used in SMP Marisi Medan.

1.2 The Problem of Study

The problem of study this research are formulated as follows :

1. Is the role playing method improve the speaking ability of students at Marisi Medan Junior High School?
2. What are the difficulties faced by students that limit their speaking ability in SMP Marisi Medan?

1.3 The Objective of Study

In reference to the of the study, the objectives of the study were:

1. To find out whether the role-playing method is effective or not to improve the speaking ability of the Marisi Medan Junior High School students
2. to find out in what aspects limit students' speaking ability

1.4 The Purpose of the study

1. Theoretically

The results of this study are expected to deepen the knowledge of educators in developing effective learning strategies in improving speaking skills through the role playing method

a. Teacher :

The results of this study for teachers can be used as learning media in improving students' speaking skills with the role playing method

b. Students :

This research can improve students' speaking skills and as a tool that can help students practice learning English at SMP Marisi Medan

c. Researcher :

The results of this study are expected to be used as a reference for other studies that have the same theme to support their research

1.5 The Scope of the Study

In collecting the data in this study, the researcher focused on finding out what aspects were limiting the students' speaking skills and to improve the speaking skills of the students in SMP Marisi Medan.