

CHAPTER I

INTRODUCTION

As social humans, humans constantly talk with others. Talking is an initial step in the interaction and communication process. It's the reason talking is so essential even more than talking English. Our children should make learning English a top priority in school. There are four English abilities. One of them is speaking ability, which is a skill or a way to communicate with those nearby. Our country doesn't speak English as our first language. Talking gives students a chance to enhance how they speak in both school and their personal life. By speaking, they can improve their English and learn new words. It's supported by Jones (2009) that speech is a way to communicate, it's crucial that what you talk gets across in the best method possible (Ramadhan & Yundayani, 2005). This point of view says that communicating is interaction. So, people are required to communicate their intended message in a manner that is as concise as feasible.

According to Harris (2017), there are five sections for assessing speech that are usually known through the speech processes, which are; Articulation, Grammar, Vocabulary, Fluency, and Comprehension (Ramadhan & Yundayani, 2005). According to this view, talking is defined as interaction, the person who speaks needs to be able to talk what they want to talk most clearly. Harmer (2010) said that developing talking ability is essential for two primary causes, namely: (Ramadhan & Yundayani, 2005)

1. Talking sessions give students a chance to practicing their talking skills without risk in the classroom;
2. Assignment, where children apply the knowledge they have to give responses to the teachers.

In nature of communication, we can find speakers, listeners, messages, and feedback. Like other skills, speaking abilities require constant practice. Students learning languages are considered effective if they can talk to each other in other languages. This causes them to doubt themselves and prevents students from interacting with those who speak English.

It has been shown that Role-Play helps students enhance their desired languages, get them to talk and connect with everybody, boost their ambition, and make the class more fun. Role-Play activities involve relationships between students and colleagues in the group, a sense of

responsibility to hold a role, a feeling of collaboration to create a joint script, and so on. This Role-Play technique is effective in improving talking ability, seeing as it provides children with an understanding of emotions, motivations, and actions. In addition, the Role Play method can also build student confidence and learning will be more active if the student becomes the main object in the learning process. The researcher decided that the Role Play method is the most suitable method to be applied in improving student speaking ability. This was supported by Gower's (2005) statement that the Role Play method makes it easier for students to enhance their talking abilities, as they can select their position individually (Ramadhan & Yundayani, 2005). In addition, Hamzah (Zahro, Awalya & Hartati, 2018) also argues that through Role Play students can enhance their ability to recognize their feelings and the feelings of others (Minsyar & Yusup, 2018).

SMP Pangeran Antasari is one of the schools located in North Sumatra. This school uses the Merdeka Curriculum, which applies to the seventh and eighth-grade students of Pangeran Antasari. Even though they offer English courses, a lot of children are lacking in these lessons, particularly in talking ability. It's been confirmed by the teacher there. According to observations, students didn't want to talk in class because they weren't speaking English well. Students are having some trouble in learning talking ability, such as lack of vocabulary and lack of opportunity to practice their English pronunciation.

However, before doing the research, the researcher searched for some relevant references. One of the studies published in 2020 entitled "Enhancing Children Speaking Ability Using Role-Play (An Action Study for the Eight of SMP Negeri 1 Pedongga)" this study proved to be successful with the conclusion that using Role-Play may help students get better at talking. Aside from improving students' speaking ability, this activity is enjoyable because it creates the children more active because they may be anyone in any situation (Mariani et al., 2020).

Additionally, the next study published in 2022, is entitled "The Views of Children Regarding the Use of Role-Play in Enhancing English Speaking Ability". The researcher used questionnaires and interviews as data-gathering tools aimed at looking at the implementation and response of students to Role Play use in enhancing talking ability. This research shows that most students have a positive perception of Role Play use in class, as demonstrated by the overall statement category in the questionnaire (Kadafie, 2022).

Considering these key issues, the researcher found effective solutions for enhancing the talking skills of children at SMP Pangeran Antasari by using Role-Play techniques. This

technique is thought to help students enhance their talking ability because it provides a different context that allows them to act in different roles in different situations. The researcher will also conduct a questionnaire with the students to find out the student's response to the Role Play method. Therefore, the author carried out the study “Improving Students’ Speaking Ability By Using Role-Play Technique at SMP Pangeran Antasari.”

1.1 Problem of Study

According to the background, the researcher formulates the problems statement in question form as a starting point for this research. Difficulty in pronunciation and limited vocabulary are the main problems for students of SMP Pangeran Antasari. Then, the research problems are as follows:

1. How can the student’s speaking skills be improved through Role-Play?
2. How is the student’s response to the Role Play method?

1.2 Objective of Study

These are the goals of this study:

1. To know whether the ability of students in speaking ability can be improved through Role Play;
2. To find out student's responses about improving speaking using the Role Play method.

1.3 Scope of The Research

This research will focus on the speaking components of accuracy and pronunciation.

1.4 Significant of The Research

The researcher hopes this research will be useful for:

1. For the author, to improve knowledge and insight into the methods of teaching the English language, especially techniques or easy ways to teach speaking ability;
2. For the teachers, with this research the author hopes that information about methods of teaching speaking ability can be easily applied;
3. For the children, encourage students to speak English as often as possible so that they can improve their speaking ability.