CHAPTER I

INTRODUCTION

Chapter I of this research presents the topic such as background of study, statements of problem, purposes of study, significance of study, scope and limitation, and definition of key terms. Each section is presented as follows:

1.1 Background of the Study

English as an international language used as a tool of communication among most of people all over the world. English also has an important role in our daily life, especially in this globalization era. According to Sabilah (2002), when someone knows a language, he or she can speak and being understood by others who know that language. It means that we have the capacity to produce sounds that imply to certain meaning. Therefore, the people begin to learn the language.

Nowadays, English is placed as the first foreign language in Indonesia by the Indonesian government. It has been applied for the students from elementary until university. In elementary school, English has been taught as introduction to the foreign language that will be given in next steps. However, in Junior High School the students learn English deeply. It is the beginning to prepare the students to be ready in facing their future, both in academic field and in working environment.

In learning English, there are four basic language skills that must be mastered well. They are: reading, writing, listening and speaking. Each
English skill has different objective that has to be reached in order to master English language.

Speaking is one of the basic communications that students must be mastered, it is used to express the students’ idea (Budiarti: 2005). The students are considered good in mastering English if they can speak fluently. Therefore, both student and teacher must give attention to speaking subject. Teaching speaking needs several techniques. But not all techniques are effective to make the students study well and being more interested in. The techniques usually used in teaching speaking are using pictures for assessing oral production, the oral interview, oral examination such as short talk, group discussion, and role play technique.

Role play technique is one of the techniques to increase the speaking ability. Through this technique the students will feel free to show their speaking ability even it is not good enough. In role play technique, sometimes the students pretend to be someone else, through this technique the teacher expects that the students will get involved to this character and feel free to express their idea. As the result, their speaking ability will improve. Last year, pre observation had been done by the researcher, to know the implementation of role play technique in teaching speaking. She found that the teacher in SMP Muhammadiyah 8 Batu implemented role play technique in speaking to make speaking subject easier and the situation in the class become more interesting.

The students had perception that the speaking was not easy, the teacher was very expected to encourage the students to master in English, especially in speaking. The teachers’ ability to choose the most appropriate technique in
speaking is one of the ways to attract students’ learning speaking. Teaching technique provides an opportunity for teacher to explore her ability both to apply teaching techniques and improve the quality of teaching that make students interested in learning speaking.

Sulistyahadi (2006) in his thesis entitled “The Effect of Using Role Play in Improving Students Speaking Ability at SMPN 03 Karang Ploso Satu Atap”, found out that using role play in teaching speaking improved the students’ speaking ability. It can be proved from the result of post test that the mean score was higher than pre-test. Besides, the researcher also compared the result of t-test value and the t-table value, the differences between the score was 7.10 for t-test and 2.064 for t-table which means the t-test score was higher than t-table. It means that the use of role play in teaching speaking was effective in improving the students speaking ability.

Moreover, Susanti (2007) in her thesis entitled “Using Role Play in Teaching Speaking” found that the use of role play made the class more active and alive. In addition, the students were willing to participate without any forces from the teacher. The use of role play made the students more motivated in learning and easier to grasp the lesson.

The reasons above motivated the researcher to do a research on the students’ perception toward the use of role play technique in teaching speaking at SMP Muhammadiyah 8 Batu. Based on that background, the writer is interested in conducting this study because she thinks that it is very important for teachers to know their students’ perception toward the use of role play technique in speaking at SMP Muhammadiyah 8 Batu.
1.2 Statements of the Problem

Based on the background stated above, this particular study is intended to answer the questions as follows:

1. How does the teacher implement the role play technique in teaching speaking?
2. How is the students’ perception toward the use of role play technique in teaching speaking?

1.3 Purposes of the Study

By knowing the statements of problem, the purposes of study are:

1. To describe how the teacher implements the use role play technique in speaking at SMP Muhammadiyah 8 Batu.
2. To know the students’ perception toward the use role play technique in speaking at SMP Muhammadiyah 8 Batu.

1.4 Significance of the Study

The significance of this study is aimed for the teachers and next researchers. The result of this study is expected to give contribution for the teachers to know about their students’ perception toward the use of role play technique. By knowing the students’ perception, it will be easy to find the successes and the obstacles in the learning speaking through role play technique. If the teachers already know about the weaknesses in teaching speaking through role play technique, they can get considerations from the result of this study to improve their skill in teaching speaking.
The study also gives significance for the next researcher as an input related to the result of this study.

1.5 Scope and Limitation

There are many methods applied in the teaching speaking such as: oral interview, short talk, group discussion, question and answer, reading a blank dialogue, reading aloud and role play technique. This study is limited on the students’ perception toward the use of role play technique in teaching speaking in second year students of SMP Muhammadiyah 8 Batu.

1.6 Definition of Key Terms

In order to avoid misinterpretation between the writer and the readers, it is important to explain the meaning of the key terms used in this particular study as follows:

1. **Perception** is the organization, identification and interpretation of information in order to represent and understand the environment.

2. **Role Play** is a communicative activity in which learner talks each other in different role (Tener and Green 1998: 10)

3. **Technique** is the specific activity implemented in the classroom that is consistent with a method and therefore is also in harmony with an approach Brown (in Cahyono: 2010).

4. **Speaking** is making use words in an ordinary voice, uttering words, knowing and being able to use language; expressing oneself in words; making speech (Mora, 2010: 4)