CHAPTER I
INTRODUCTION

This chapter deals with a) research background, b) research problem, c) research objectives, d) research significance, e) scope and limitation, f) definition of key terms.

1.1 Research Background

Nowadays, English skill is important to be used as the way or path to communicate each other. (Rice Johnson William, 2008) Language is the process or set of processes used to ensure there is agreement between the sender and receiver for meanings assigned to the symbols and the schema for combining them used for each communication. To communicate with other, students need to practice in their daily life because it will improve their ability in speaking. Teacher needs to have a technique on teaching speaking to help learner achieve betterment to improve speaking skill. In addition, role play technique is used because students are put into a realistic communication situation which purpose is to sharpen their speaking skills. Role play technique can be applied because many research findings say that this technique is effective to use in teaching speaking. Qing (2011) said that Role play is defined as the projection in real life situations with social activities” (p. 37). Ments (1999) says, “In a roleplay each players act as a part of the social environment of the others and provides a framework in which they can test out their repertoire of behaviors or study the interacting behavior of the group”.

According to Blatner (2002), role play is a method of exploring things that impact complex social situations. Student has to participate mentally (relating to the mind, its activity, or its products as an object of study), as opposed to passively listening to teacher or unthinkingly following directions (Bixler, 2011, P.75).

In learning speaking skill, the students from MTs (Madrasah Tsanawiyah) Surya Buana Malang have some problems. The frequently occurred problem is that students are difficult to speak in English. Another reason is lack of motivation to practice speaking English. They are also too shy and afraid to speak English in front of the people. Sometimes teacher uses teaching techniques that which are not make the students interested. Therefore, the appropriate technique is important on teaching English. Many techniques can be applied in teaching English such as talking chip simulation and role play. In this study, the technique that will be investigated is role play. Santoso (2011) states Role play can provide a kind of hidden practice that students unknowingly use expressions of the material they have been studying. Role playing can give the student pleasure because role playing is basically a game. By play the students will feel happy because the play is a student world.

Based on these reasons, the researcher is interested in analyzing the implementation of role play in teaching English for the students in Mts Surya Buana Malang. The researcher needs to know if it there any improvisation to make role play technique more effective.
From the phenomenon above, the researcher designed a study with the title “The Implementation of Role Play in Teaching English Used by the Teacher at MTs Surya Buana Malang”.

1.2 Research Problems

Referring to research background of the study the problem can be stated as follow:

a. How does the teacher implement role play in teaching English at MTs Surya Buana Malang?

b. Why does the teacher uses role play in the class at MTs Surya Buana Malang?

1.3 Research Objectives

In this study the researcher, take the statement of the problem in the implementation of role play in teaching English used by the teacher at MTs Surya Buana Malang.

a. To know how the teacher implement the role play technique class at MTs Surya Buana Malang.

b. To explain the teacher’s reason in using role play technique MTs Surya Buana Malang.
1.4 Research Significance

Practically, the result of the study is expected to give contribution to teachers who teach English, especially in teaching speaking subject. The results of this study hopefully provide them information regarding the kinds of teaching method when they teach speaking. Moreover, it is expected to help the English teachers improve their quality in their teaching and learning process. It can also be used as an evaluation for further teaching and learning process. Besides, the teacher will be easier to transfer the information to the students.

Technically, for the students at University of Muhammadiyah Malang, the result of this study will help them increase their experience in shaping speaking skill and more interested in learning English. For the future researchers who want to conduct a similar research, the result of this study can be used as a reference.

1.5 Scope and Limitation

Based on the statement of problem above, the researcher considers making the scope and limitation. The scope of this study is the implementation of role play in teaching English used by one of the English teacher and limitation are on the VII B at MTs Surya Buana Malang.
1.6 Definition of the Key Terms

a. According to Qing (2011), “Role play is defined as the projection in real life situations with social activities”. Ments (1999) says, “In a role play each players act as a part of the social environment of the others and provides a framework in which they can test out their repertoire of behaviours or study the interacting behavior of the group”

b. Teaching technique English the communicative process of instruction, it is the teacher who occupies the central role of imparting information and checking comprehension, releasing his students into student-centered learning exercises when he or she is certain that his or her lesson has been understood Brown (2001).