

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

Language is system communication for every people. Language is human needs. Language is something as make differences between human and animal. Language is a series of letters that have their own meaning. Based on Rahayu (2010:61), language is a very important tool in the lives of children, as language to communicate with others. It is also very important in order to enable students to communicate effectively through oral language because the disability of the students to speak may lead them to be unable to express their ideas even in a simple form of conversation.

English is the way to communicate between people in the world. The importance of language becomes a significant direction in connection among states in the world. The students need to be completely able to communicate with English. English is the way to become a genuine lingua franca used for communication among people who do not share the language. English, in the other words, and native speakers are in a proportionately ever-decreasing minority. English is spoken by at least a quarter of the world's population in which not spoken by three quarters of the same population (Harmer, 2007:20). English is important language to communicate with foreign people. English is international language. English as a second or foreign language is the use of English by speakers with different native languages. According to Crystal (2003:19), English is global language. People can hear it on television by over the world. Lots of advertisements use English sign wherever the

countries are. In Indonesia starting from elementary, junior high school, senior high school up to college level, English has become a compulsory subject so, students are able to access knowledge using English.

There are 4 skills of learning English such as reading, listening, speaking and writing. Teachers in Indonesia have many challenges in teaching English to students because English is not used for speaking habits. English is defined as a foreign language taught at the junior high school level to university in which it provides opportunities for learners to access science and technology and strengthening the nation's international relation.

The most important thing that should be done by English teachers to get succeed in teaching the material is by using method. This is because, method of teaching is very important to help teachers for transferring and understanding materials. So, some teachers must choose the suitable method first before teaching and learning process.

The one of factors that can influence the learning activities is perceptions. According to Cambridge Dictionary (2018), that perception is a thought, belief, or opinion, often held by many people and based on appearances. From the statement above can be described that a positive perception will produce positive thinking, good faith and will be used as a guideline for many people. A positive perception in learning activity can bring influence student behavior or motivation for learning English. The learners think about the learning activity will effect to bring high attitudes during the learning process.

There are several techniques in learning English, such as debate, discussion, talking-chip, role play and others. The teacher can be implementation some of these techniques to make the teaching enjoyable. The teacher is as facilitator. As a facilitator, the teacher should make students more effective in teaching-learning activity. Learning activities are not only dependent on the teacher but also it depends on cooperation between the teacher and students so that learning activities can be carried out happily and easily to understand.

According to Cornett in Krebt (2017:864), students improve fluency in language and oral interaction skills, beside the use of language of the body during face-to-face communication, when they are participated in role play techniques. Those techniques are especially fundamental for students learning a foreign language who may not often speak English at home because those students are eager to use the language and then improve their fluency and speaking with the chance to participate in role play. Role-play is simply required to play the other roles in the same way they think about how other roles may behave. As a result, role play can be clearly understood of many aspects like reactions, values, feelings, and attitudes of the person in the same.

Based on Fadilah (2016 :211), role defined as the person whom an actor represents in a film or play, while role play is a method of acting out particular ways of behaving or pretending to be other people who deal with new situations. It is used in training courses language learning and

psychotherapy. Role play technique is very important for students who are learning English because every student coming home from school must not often speak English at home. By playing the Role Play, students will practice to speak and practice the language fluently.

According to Yassi and Arafah (2016:239), Role Play is very important in teaching English because the students will communicate with different contexts and different social role. Then, students are not passive learner but become active learner in active proses of Role Play. Byrne in Suryani mentions that Role Play is a method of acting out particular ways of interacting with others in imaginary situations (2015:107). Therefore, role play can help learners to practice an actual dialogue.

Role play enhances clarity in understanding, interest in participating and confidence performing in students. Barathy (2013:18), stated that it helps students to empathize with role playing and thus motivates the learner to have a better understanding of real-time problems and the solutions. It helps students practice speaking skills like debating, enacting, reason and negotiating. Moreover it also helps them to adapt to unexpected situations in real-life.

Role Play technique is one of a good technique that recommended to teaching English in curriculum 13th. Role Play Technique is suitable technique to teach English learning, especially to make easier to catch the material and make student active in the teaching learning-process like

curriculum 13th but, not all the students are enjoyable and afraid to speak up in learning process by using role play technique.

MTsN 1 Jepara is one of many junior high schools that used Role Play technique in learning English. In MtsN 1 Jepara, the students were interesting in learning English. Then, to attain the goal, the teacher uses some technique in teaching learning process which can encourage the student to learning English. In MtsN 1 Jepara has used role play technique as an important thing to make students interested in learning English. In learning English, the teacher has to use role play technique to make students interested in learning English. To know the students are interesting with role play technique, the researcher need to know the students' perception. So, in this study the writer wants to conduct research about "student's perception on the use of Role Play technique in teaching English at MTsN 1 Jepara".

1.2 Statement of the Problem

- a. How is the implementation of Role Play in teaching English at MTsN 1 Jepara?
- b. What are students' perceptions after being taught by using Role Play in teaching English?

1.3 Objective of the Study

According to the background and statement of the problem above, the objective of the study can be started briefly as follow:

- a. To know the implementation of Role Play in teaching English at MTsN 1 Jepara.

- b. To find out students' perceptions after being taught by using Role Play in teaching English.

1.4 Significance of the Study

In this study the writer expects that the research paper has benefits both theory and practice.

- a. For the Researcher

The researcher can know the students' perception at MTsN 1 Jepara on the use of role play technique.

- b. For the Lecturer

The lecturer is able to evaluate her or his theme plan for the next program in the next year about continuing or deleting the role play.

- c. For the Students

The students are able to improve their speaking skill in English spoken.

1.5 Thesis Organization

These followings are how the research organized:

Chapter I presents the research foundation including background, statement of the problem, objective of the research, significance of the study and thesis organization.

Chapter II presents the review of related literature, previous study and related theory.

Chapter III presents the research design, setting of the research, subject of the research, technique of collection data and method of data analysis.

Chapter IV present the research finding and discussion. And the last chapter V present about the conclusion and suggestion.

