

CHAPTER I

INTRODUCTION

A. Background of the study

Language is a tool for communication with one another, without language it is impossible to express ideas. English becomes an international language and also a mother tongue for some people in the world. English is used widely from many different countries for communication. So, Most of people uses English for international communication. Harmer (2007:13) stated:

By the end of the twentieth century, English was already well on its way to becoming a genuine *lingua franca*, that is a language used widely for communication between people who do not share the same first (or event second) language. And English is also a mother tongue for many people in the world, though, as we shall see, such ‘native speakers’ are increasingly out-numbered by people who have English as a second or third language and use it for international communication.

Learning English is difficult for people who do not understand well about English or never using English for communication. They will find kinds of learning problems, especially in learning of speaking. Indonesia has own language so that for people who live in Indonesia sometimes do not understand well for communication using English language. There are some ways to overcome those problems, such as the learning of the new second system, the learning of the new vocabulary items, and the learning of the unfamiliar ways of arranging the foreign words into sentences. Ramelan (2003:4) stated:

Like walking or cycling, speaking is a matter of habit. The acquisition of any habit is accomplished through repeated and untiring practice on the part of the learner. This also happens to a child in his effort to learn to speak his vernacular. Through constant imitation and

repetition of the utterances produced by the people around him he succeeds in speaking the mother tongue in the same way as his elders.

Asking students to be active for speaking English in classroom is difficult enough, but as a teacher must be creative and has innovation to overcome those problems. For example, teacher can give fun or suitable topics for students so that they feel comfort in the classroom and more active in joining the class. So, a good or suitable method should be given by the teacher in order to motivate students to be more interested. Harmer (2007: 62) said:

A method is the practical realization of an approach. The originators of a method have arrived at decisions about types of activities, roles of teachers and learners, the kinds of material which will be helpful and some model of syllabus organization. Method includes various procedures and techniques as part of their standard fare.

Role play is a good method in teaching speaking to increase students' speaking. Role play gives many opportunity to demonstrate how to use English in real life situation and make them focus more on communication than on grammar. By giving the opportunity, it can help students to be fluent in speaking English.

MTs Darul Ulum is an institution of junior high school and it is the only one of junior high school in Srikandang. It is located at Jl. Srikandang, RT 01/RW 03 Bangsri – Jepara. In this school, there is a teacher who teaches English from first until third grade. In learning English, the students are getting difficulties in speaking. They are sometimes shy and unconfident with themselves to practice speaking English. It means that the teacher should find a good method for students in teaching speaking.

Through this study, the researcher decides to conduct a research for exploring **the Effectiveness of Role-play Method in Teaching Speaking by Students of MTs Darul Ulum Srikandang**. Hopefully, teacher can find the effective solution for the students dealing with students' speaking performance after knowing about the effectiveness of role-paly method in speaking.

B. Statement of the Problem

Based on the background of the research above, the researcher determines the statement of the problem. The main statement of the problems are:

1. How is the students' speaking achievement of eighth grade before using role play method in teaching speaking?
2. How is the students' speaking achievement of eighth grade after using role play method in teaching speaking?
3. Does a role-play method in teaching speaking influence the progress of eighth grade students' speaking achievement of MTs Darul Ulum Srikandang?

C. Objectives of the Study

Based on the problem statements above, the main objective of the research are as follows:

1. To know the students' speaking achievement of eighth grade before using role play method in teaching speaking.
2. To know the students' speaking achievement of eighth grade after using role play method in teaching speaking.
3. To know the influence of role-play method in teaching speaking of eighth grade students' speaking of MTs Darul Ulum Srikandang.

D. Scope of the Study

The effectiveness of role-play method at the eighth grade of MTs Darul Ulum Srikandang has many problems that can be analyzed and discussed related to its implementation. Therefore, the researcher will limit this research to determine the work zone. This research is limited by the following aspect:

1. This research analyzes how the students' speaking achievement of eighth grade before using role play method in teaching speaking.
2. The research analyzes how the students' speaking achievement of eighth grade after using role play method in teaching speaking.

3. This research analyzes does role-play method in teaching speaking influence the progress of eighth grade students' speaking achievement of MTs Darul Ulum Srikandang.

E. Significance of the Study

The researcher hopes that the result of this research will be useful. The significance of the research can be stated theoretical and practically.

1. Theoretically

It is expected that it can give information and knowledge about the effectiveness of role-play method in teaching speaking at the eighth grade of MTs Darul Ulum Srikandang.

2. Practically

- 2.1. For the students, this study is hoped to motivate them to practice speaking English with their partners in daily life confidently.
- 2.2. For the English teacher, the result of the study can give effective solution for the students dealing with student's speaking performance after knowing about the effectiveness of role play method in teaching speaking.
- 2.3. For the institution, this study will be one of additional references about the effectiveness of role play method in teaching speaking.
- 2.4. For further researcher, these findings of the study can be used by other researchers who are interested in English to get useful information especially in teaching speaking.