

# **Chapter I**

## **Introduction**

This chapter provides a brief description of the general outline of this study. The topic covers an analysis of students' role in spoken language. This chapter is divided into several parts, which are the background of the study, identification of the problem, limitation of the study, research questions, objectives of the study, and the significance of the study.

### **1.1 Background of the Study**

English is an important part of human life. It is because English is used in many opportunities, English is also used for communication globally and also used as a medium to exchange business all over the world. In Indonesia, the importance of English is proven by the fact that English becomes the main learning subject in school. Based on curriculum 2013, English becomes a compulsory subject starting from grade seventh of Junior High School.

The purpose of learning English in junior high school as stated in PERMENDIKBUD NO. 68 (2013) is to develop both written and spoken text in communicative competence to achieve a literal-functional degree, having awareness related to the importance of English in increasing global competence, and also developing student's comprehension in the relationship between language and culture. To fulfill that purpose, since grade seventh, the student has learned how to make sentences and delivers them in form of dialogue or monologue. They start by learning how to use a simple expression like greeting in grade seventh, giving advice in grade eighth, and giving a speech in grade ninth (Pusat Perbukuan Depdiknas, 2008).

As stated above, one of the Junior High School purposes of learning English is to develop spoken text communication competence. To fulfill that purpose, the teacher has to create the opportunity for students to practice speaking more regularly such as by asking the students to make dialogues with their friends or occasionally asking them questions during the learning process.

In teaching, the teacher has an important part to improve students' English skills like speaking, reading, listening, and writing to reach their achievement. In this research, the writer wants to focus on student skills. Speaking skill competence is not only about the ability in creating oral sentences but also the practical implementation that the students can apply in daily life. In Indonesia, each grade level certainly has a lot of different subject matter. One type of text that Junior High School students learn based on the Syllabus for Grade VIII in the second semester is the Recount text.

Some related studies had been conducted with students' spoken language as part of their research. Unfortunately, most of the researchers are focusing on both teacher talk and student talk. Most the readers analyze the quality of student talk, especially in a condition where they are categorized into groups, such as groups based on achievement level (Kumpul, 2012; Pujiastuti, 2013; mujahid, 2012)

The researcher also reads some studies about problems that often happened in the teaching-learning process such as students' difficulties in speaking, especially in recount text. Saidana:2011 says that several problems are often happening in English learning, such as:

- Not knowing the written form of a word and how to pronounce it
- Being passive learning, feeling shy to practice it, and afraid of being wrong
- Lacking media to translate from Indonesia to English and not used to listening directly to a native speaker

For that reason, it catches the writer's interest in conducting and finding out how well students can communicate in English by doing an assignment with the focus on analyzing the student's spoken language. Therefore, the researcher feels interested in conducting research at SMP 29 Negeri Bandung entitled "The Implementation Of Roleplaying Method In Teaching Recount Text in SMP Negeri 29 Bandung Grade VIII A"

## **1.2 Identification of the Problem**

Some factors determine the success of teaching and learning to speak. Based on the researcher's observation, there are three main problems that the students of SMPN 29 Bandung have in learning spoken English. The first problem is related to the student's ability to spell and pronounce the word. The problem arises because the English teacher did not use interesting media to conduct the teaching and learning process. The teacher did not optimize any teaching aids as the sources to help him to conduct the teaching. Consequently, the teaching and learning process seemed less interesting.

The second problem is related to the students. Students have many difficulties in learning English as a compulsory subject at school. They often make mistakes in speaking because they must adopt the structures or patterns that differ from those of their mother tongue and on other hand, they often feel shy or lazy to learn more about English. The students have a minimum chance of practicing English in a daily context. They neither practice nor communicate in English. Even, they tend to speak in Indonesia instead of English. Therefore, they are reluctant to speak in English.

The third problem is related to teaching devices such as computers, the internet, and speaker. At SMPN 29 Bandung, the device for the teaching and learning process was not available or limited, whereas the English teacher of SMPN 29 Bandung still got difficulties in applying those media in the teaching and learning process. In the teaching and learning process, the English teacher always used textbook and students' worksheets as the main media instead of using other interesting media. This condition made the students easily get bored to join the lesson. The student is also unable to translate from Indonesia to English or vice versa so they are not used to practicing more English.

### **1.3 Limitation of the Study**

Out of many teaching methods that are suitable for the student's speaking skills, the researcher will focus this study to implement a method that is called Roleplay in conducting her

study. The reasons for choosing the Role play method are because it is believed to be beneficial for both the students and the teacher. The students will actively participate in the teaching-learning activities by using the language directly with their peers. This way, the students will have a real-life experience of speaking English. For the teacher, this method will aid her in evaluating whether the students have or have not understood the material that has been taught before from their speaking performance.

Furthermore, the researcher will only teach speaking skills of recounting text to the students through the roleplay method in this study because it is adjusted to the syllabus of the 8<sup>th</sup>-grade students. This study will be conducted in VIII-A class of 29 Junior High School Bandung, the academic year 2018-2019.

#### **1.4 Research Questions**

Based on the limitation of the problems above, the writer will focus this research smaller to make it easy in reaching the objectives of the study. This study will be developed in the following research questions. Those are:

1. How is the procedure of Roleplaying method in teaching Recount text?
2. What is the teaching equipment for using Roleplaying method in teaching Recount text?
3. What is the result of using Roleplaying method in teaching Recount text?
4. What are the student's opinions about Roleplaying method in teaching Recount text?

#### **1.5 Objectives of the Study**

Based on the description of the background, the study is aimed to:

1. To describe the procedures in implementing the Role playing method in teaching recount text
2. To know the teaching equipment that is used in implementing the Roleplaying method in teaching Recount text
3. To present the result of implementing the Roleplaying method in teaching Recount text

4. To know the students' opinions toward the use of Roleplaying method in teaching Recount text

## **1.6 Significance of the Study**

Some significance is expected to be fulfilled in this study. The writer divides those significances into two parts, which are:

### **a. Theoretical Significance**

Theoretically, this study is expected to be a reference to the further researcher who is interested in the use of role-playing techniques to improve student speaking ability.

### **b. Practical Significance**

Practically, this study is intended to give some contributions to the educational field, especially in teaching English in Junior High School. It is expected for helping teachers to decision de the appropriate teaching technique which creates an effective and efficient learning process that improves student speaking skills. For students, it can be useful to motivate them to learn English, be more active to involve themselves in the learning process, improve their speaking skills, and be useful in their daily life.