

CHAPTER I INTRODUCTION

A. BACKGROUND OF THE STUDY

Everyday people communicate with other, and in order to communicate properly they use language. By using language, they can express their ideas, feelings, thoughts, and minds. It means that they use the language as a mean of communication. The use of language itself has played an important role in human life.

Human communication fulfills many different goals at the personal and social levels. We communicate information, ideas, beliefs, emotions, and attitudes to one another in our daily interactions by employing appropriate language forms and performing speech activities to ensure solidarity, harmony, and cooperation.

Language as a medium of communication has vital role in a transformation process of idea. When we send our message to another, we use language in order to be more understandable. In this communication process, sender can receive and evaluate feedback from the receiver. Sometimes when people communicate, the receiver can feel how the sender perceives the idea. Often messages are interpreted differently for different people because the message may be misinterpreted. In conversation, we are free to turn taking between the speakers, ask question and change the topics. Many spoken interactions consist of commenting on immediate actions or events, or casually moving from one topic to another.¹ So, in other word we can say that in our conversation, there will be some transformations of ideas and information which is very beneficial for human progress as unconsidered learning. Because learning something new is not only in formal learning, but also in any situations.

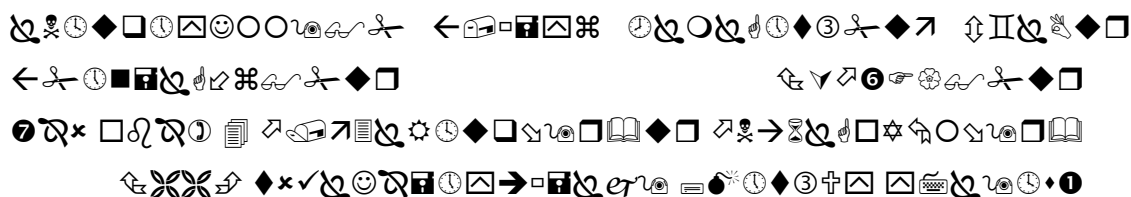
In Islam view, keep learning is something suggested, because anyone who has knowledge will be placed on the better degree. Allah stated in the holy Qur'an (Al-Mujadalah: 11)

¹Norbert Schmitt, ed., *An Introduction to Applied Linguistics*, (NY: Oxford University Press, 2002), p. 212



“O you who believe! When you are told to make room in the assemblies, (spread out and) make room. Allah will give you (ample) room (from His mercy). And when you are told to rise up (for prayers, or *Jihad* (holy fighting in Allah’s cause), or for any other good deed), rise up. Allah will exalt in degree those of you who believe, and those who have been granted knowledge. And Allah is well-Acquainted with what you do.” (Al-Mujadalah: 11)²

But the problem is knowledge or science that can not be reached by one language only. Allah creates this world with variant tribes and languages. Allah stated in the Holy Qur’an (QS. Ar-Rum: 22)



“And of His signs is the creation of the heavens and the earth, and the diversity of your tongues and colors. In that surely are signs for those who possess knowledge.” (Ar-Rum: 22)³

We should introduce with those tribes to share with them so we can improve our knowledge. To learn any knowledge in this world we should know the language that used by the country where knowledge or science come from. Such as we learn Arabic language to learn Islam deeply, because we know that many source of Islam knowledge written in Arabic language. Not too different with previous phenomenon, learning English language is also suggested to be able to keep learning more knowledge and science that commonly written in English. Western people that also

²Muhammad Taqi-ud-Din Al-Halili, *The Nooble Qur’an*, (Riyadh: Darussalam publisher and distributors, 2002), p. 641

³Ibid., p. 466.

use English as their daily language are known as source of world's culture. So we are suggested to be able to communicate with them by using English to help us explore any knowledge or science in this world as Islam suggest.

One of the problems in the results of English language teaching in Indonesia is the students who learned English for several years since they were at elementary until senior high school still can not communicate orally using English, even to introduce themselves only. So, how can it happen? Some of the factors are the teacher teaches them by using English rarely, the lesson is intended to the grammatical aspects not the conversation, and the students do not get the function and the element of the grammar they learn. So they do not know when they should use the grammar and how to apply it in daily life. We do not say that the grammar is not important but conversation is something more often used in daily life. Immigrants recently arrived to a new country; they need to share with the population, do their shopping in the supermarket, talk to the drugstore clerk in order to identify the right type of shampoo or soap for the baby, see the doctor about any unusual health symptoms, and in general take care of daily routines.⁴ Or even in some days later there they need to share the people there about their culture, habit, or even their own experience in order to be able to get an enjoyable daily life. Not only when we move to other country but also when we are still in our country and the foreign people come to our country. We will be faced to those situations above. And as a good inhabitant we should be capable to serve them well. It means that we can make a good cooperation through good communication with them. In other word, speaking is a vital element in our social life.

As part of language skills, speaking is considered as the most representing what we want to, expressing our ideas or thoughts spontaneously for instance. This means that speaking is regarded as the important skill that should be mastered by students.

In *Oxford Advanced Learners' Dictionary*, speaking is making use of language in an ordinary voice; uttering words; knowing and being able to use a

⁴Marianne Celce, Muecia and Elite Olshtain, *Discourse and Context in Language Teaching*, (Cambridge: Cambridge University Press, 2000) p. 125

language; expressing oneself in words; making a speech.⁵ Speaking also defined as giving information as if by speech; the act, utterance, or discourse of person who speaks.⁶

Speaking in second language is often viewed as important thing of the four skills, because it can indicate how far the students master a certain language. However, some language learners are usually afraid to speak the target language. Most of their reasons are shy or afraid of doing grammatical errors, and even they don't know what they should say. Actually, this could be caused of monotonous method that the teacher uses in the teaching learning process. This can cause boredom. Thus students are less attention and the worst result is stagnant skill without improvement.

One of the basic problems in teaching foreign language is to prepare students to be able to use the target language. Teaching is not an easy job, but it is a necessary one, and can be very rewarding when we see our student' progress and know that we have helped to make it happen. Teacher should be creative and try some alternative ways, for example role play that can give lots of chance to practice speaking for students, teacher also should try to use English in teaching English conversations. There are so many techniques to make students interested in studying and practicing. Teacher should motivate and encourage students with interesting activities, for example teachers can improve students' speaking ability in speaking by using a transactional and interpersonal role play because the students can learn and try to speak as if they were in the real situation.

The writer hopes by using transactional and interpersonal role play for teaching speaking, students will be more motivated and more active in practicing their speaking so that they can speak fluently because based on the first visit of the writer on Tuesday the 17th , 2009, the writer interviewed some of students of eight grade of MTs. Negeri Kendal, then the writer found a problem faced by the students of MTs Negeri Kendal in the 8th grade was the students did not like speaking, they

⁵A. S. Hornby, *Oxford Advanced Learners' Dictionary of Current English*, (NY: Oxford University Press, 1987), 25th Ed., p. 827.

⁶<http://dictionary.com/speaking>, retrieved on October 20, 2009

were afraid to speak in front of the class and the teacher's teaching does not have variation.

B. REASON FOR CHOOSING THE TOPIC

The topic is based on the reasons:

Communication skill using target language is the main goal of learning a certain language, so the researcher wants to find the effective way to improve students' speaking skill especially in transactional and interpersonal text through communicating in role play.

C. RESEARCH QUESTION

Is role play effective to improve students' speaking skill in transactional and interpersonal text at the eight grade of MTs. Negeri Kendal in the academic year 2009/2010?

D. OBJECTIVES OF THE STUDY

The objective of the study is about:

To know whether or not role play is effective to improve students' speaking skill in transactional and interpersonal text at the eight grade of MTs. Negeri Kendal in the academic year 2009/2010.

E. PEDAGOGICAL SIGNIFICANCE

The result of the study is expected to be able to give the following benefits for:

1. English Teacher

It will be sure that speaking using Role Play is effective or ineffective based on the advantages and disadvantages of using role play to teach speaking.

2. Students

After the teacher finds out the effectiveness of using role play to teach speaking, students are hoped to be easier in learning and mastering speaking especially in transactional and interpersonal text.

3. English Language Teaching

English language teaching will soon recognize the suitable and effective teaching speaking using role play further. Even the institution where the English language held, it will get a better result in its graduations.

F. DEFINITION OF KEY TERMS

There are some key terms of this study, as follows:

1. Role Play

A Role-playing game is a game which one simulates a real-life encounter as if they were doing so in the real world, either as themselves or taking on the role of a character different from themselves or with thoughts and feelings they do not necessarily share.⁷

2. Speaking

Speaking is a skill which deserves attention every bit as much as literary skills, in both first and second language. To most people, mastering the speaking skill is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language.⁸

3. Transactional Text

The word transactional comes from transaction, which means an agreement, communication, or movement carried out between separate entities or objects, often involving the exchange of items of value, such as information, goods, services and money.⁹

4. Interpersonal Text

Interpersonal communication is usually defined by communication scholars in numerous ways, usually describing participants who are dependent upon one another and have a shared history. Communication channels, the conceptualization of media that carry messages from sender to receiver, take two distinct forms: direct and indirect.¹⁰

⁷Jeremy Harmer, *The Practice of English Language Teaching*, (Great Britain: Pearson Education Limited, 2001), 3rd Ed., p.273

⁸Ibid., p. 39.

⁹<http://en.wikipedia.org/wiki/transactional>, retrieved on October 18 ,2009

¹⁰http://en.wikipedia.org/wiki/interpersonal_communication, retrieved on October 18,2009