CHAPTER I

INTRODUCTION

In this chapter, the researcher presents: (1) background, (2) problem of research, (3) purpose of research, and (4) benefits of the research.

1.1 Background

English is employed by individuals globally as their primary means of communication to foster connections with one another it is utilized worldwide. According to (Henry et al., 2020), English is the foreign language which has been taught in formal school, one of the begin from junior high school number one as much university. According to (Rojas & Villafuerte, 2018), English has become the most important language in this world is a fact that cannot be denied and all of human in world that using language. When we learn a language, there are four skills that we need for complete communication. The four language skills that students must know in English are speaking, listening, reading, and writing skills. They are regarded as a productive skill, of the four essential skill is speaking skill to be most important.

Speaking skill are defined as the skills which allow us to communicate effectively. They give us the ability to convey information verbally and in a way that the listener can understand. speaking was one of the most important things that could influence students to improve their speaking skills (Henry et al., 2020).   As stated by Chaney in (Jendeya, 2011:28), speaking is one of the important skills that students should master to communicate in English fluently

and clearly. Speaking is one of the skills in English language to express opinions, comment, and disagree with others if their opinions do not align with ours, as well as the ability to ask and answer question. Currently, many students still lack adequate speaking skills, requiring proper learning techniques or method to help enhance their speaking skills. One suitable method to enhance their speaking skills is by using the Role play method.

Role play is a strategy to learn speaking English easily. The students can express their abilities in speaking English. According to (Si, 2011), "role play is a popular pedagogical activity in communicative language-teaching classes". It makes the students free to be someone based on their creativity linguistic input. In line with (Harisma & Nasution, 2020), also states that role play activities are important in the teaching of speaking because they allow the students to practice communicating in the different social contexts and target language. They can maintain their character and increase their ability to communicate with others. It is a technique used in language learning to visualize and practice different ways of handling a situation. In this method, each participant takes on a role play or acts and reacts to situation and other participants in the exercise.

Therefore, it could be concludes that role play facilitates students in enhancing their speaking skills as they can independently choose their speaking style by selecting a role beforehand. The teaching goal of speaking is similar to the objective of role-playing techniques, which is communication. This means that role-playing can be applied in speaking instruction and can assist students.

Based on the researcher teaching experience, some students often feel embarrassed and fearful to speak English, both in class and in their daily lives. According to their English teacher, this is due to a lack of practice and unfamiliarity with using English. Additionally, students are rarely exposed to real-life situations that require the use of English, so they are not accustomed to using the language in everyday contexts. By using the role play method, this research aims to provide insights into the effectiveness of students in developing their speaking skills. Considering these reasons, the researcher is interested in conducting research with the title **"THE INFLUENCE OF THE ROLE PLAY METHOD IN TEACHING ENGLISH SPEAKING SKILL TO TENTH GRADE STUDENTS AT SMA NEGERI 4 PALEMBANG".**

1.2 Problem of Research

1.2.1 Limiting the Scope of the Problem

From the results of the problem identification obtained in this research, it could be inferred that the issues under investigation are quite complex. The limitation of the problem was crucial in research. This research was confined to the problem of insufficient mastery of English speaking skill. Therefore, with the implementation of the Role Play method can influence the focus on students English speaking skills to convey students expressing opinions using the multimedia platform on smartphones of tenth grade students at SMA Negeri 4 Palembang so that they could an communicate effectively and accurately in English.

1.2.2 Formulation of The Problem

Based on the background and problem limitations above, the research problem could be formulated as "Can the role play method influence the English speaking skill of tenth grade students at SMA Negeri 4 Palembang?"

1.3 Purpose of The Research

Based on the formulated problems above, this research aimed to know that using role play method can influence students english speaking skill to the tenth grade at SMA Negeri 4 Palembang or not.

1.4 Benefits of The Research

The benefits that can be derived from this research are as follows:

1.4.1 Theoretical

This research provides theoretical contributions by strengthening empirical evidence of the effectiveness of Role play method in enhancing English speaking skills. Findings from this research may support language learning theories that emphasize the importance of practical and interactive experiences in acquiring language skills.

1.4.2 Pedagogical

The results of this research can offer practical guidance for English teachers at SMA Negeri 4 Palembang in designing and implementing effective teaching practices. They can integrate Role-play method into their curriculum to improve students English speaking skills. And this research can serve as a basis

for enhancing the English curriculum at SMA Negeri 4 Palembang by combine more Role-Play or simulation activities into existing teaching methods.

1.4.3 Practical

This research provides direct practical benefits by helping enhance the English speaking skills of tenth grade students at SMA Negeri 4 Palembang. By implementing Role play method, students could gain more opportunities to practice speaking in situations similar to real life scenarios. And through Role-play, students could also develop their interpersonal skills such as cooperation, negotiation, and empathy, which are essential aspects of language learning and everyday life.

So this research not only offered theoretical insights into language learning and education but also provides practical guidance for teachers and direct benefits for students progress in English speaking skills and interpersonal skill development.