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## CHAPTER I

### INTRODUCTION

#### A. THE BACKGROUND OF THE PROBLEM

English is the most commonly used language among foreign language speakers. Throughout the world, when people from different nationalities want to communicate, they commonly use English. Speaking English will enable someone to contact people from all over the world. English is also internationally recognized as the language of science. Most of the knowledge related to computer or health by example is in English. Being able to use English will give someone unlimited access to knowledge.

British trade, followed by colonial and imperial expansion, spread English round the world. Since then, the military and economic dominance of the United States of America has confirmed English as the international language of present historical period. As a consequence, English serves for many people as a bridge into the worlds of higher education, science, international trade, politics, tourism or any other venture which interest them. At the same time, many more people as a barrier between themselves and those same fields of interest, many people in their own countries will not be able to become doctors, for example, if they cannot learn enough English. (Julian Edge, 1993: 25).

Realizing the importance of English in modern era, Indonesian government supports the development of English in Indonesia. English must have been taught since high school In order to enable Indonesian people to master English. In learning English as a foreign language, there are four skills that should be mastered by the students, they are speaking, writing, reading, and listening. Among the four skills speaking is a very crucial skill to be learned, “speaking represents the real challenge to most language learner”



(Scott thorn burry, 2005: 4) speaking also holds important role, in a process of learning a foreign language.

Of all the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important: people who know a language are referred to a 'speakers' of that language, as if speaking included all other kinds of knowing, and many if not most foreign language learners are primarily interested in learning to speak. Classroom activities that develop learners' ability to express themselves through speech would therefore seem an important component of a language course. (Penny Ur, 1996:120)

Az-zuhra Islamic junior high school teaches English as an answer to the government's request to the development of English language in Indonesia. In order to accomplish students' needs toward speaking, School Based Curriculum (KTSP) provides speaking as one of the skills in mastering English, which must be taught and learned in junior high school. Az-zuhra Islamic Junior High School Pekanbaru is one of the schools that also uses School-Based Curriculum (KTSP) as its guidance in teaching learning process. In this school, the basic competence for speaking skill is stated in the syllabus Az-zuhra Islamic Junior High School Pekanbaru for the second year students is in the following:

1. Students are able to express the transactional and interpersonal conversation accurately and fluently which are including expression of asking, giving, offering, rejecting, and accepting something.
2. Students are able to reveal meaning in short monologue text such as recount and narrative to interact with their surroundings accurately and fluently.



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English has been taught since the first year of English teaching period. English is taught twice a week with time duration about 40 minutes for one hour. The passing standard score for English in this school is 60. In order to enable student to reach passing standard score, the school teachers do some efforts, based on the researcher's interview to the school teacher, in teaching and learning process, the teacher gave material to the student then, explained it and students repeated what the teacher asked to promote an oral skill. Based on the teacher's explanation, the writer concludes that in this school speaking has been taught by using natural technique. In this technique, there is an emphasis on exposure (input) rather than practice; optimizing emotional preparedness for learning; a prolonged period of attention to what the language learners hear before they try to produce language; and a willingness to use written and other materials as a source of comprehensible input (Richard and Rodgers, 1979:129). It means that this technique makes the students just produce the language based on what the teacher had given to them; spoon feeding. Then the students like more to pronounce it. Referring to the description above, actually the school has taught English to students maximally. In fact, some of the students in Az-Zuhra Junior High School still could not speak English well. As commonly found in learning speaking, there are some problems faced by students. The problems that were commonly observed in the language classroom were related to individual learners'

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personalities and attitudes to the learning process and learning speaking in particular. They can be defined as follows.

Inhibition – fear of making mistakes, losing face, criticism; shyness;

Nothing to say – learners have problems with finding motives to speak, formulating opinions or relevant comments;

Low or uneven participation – often caused by the tendency of some learners to dominate in the group;

Mother-tongue use – particularly common in less disciplined or less motivated classes, learners find it easier or more natural to express themselves in their native language. (Penny Ur, 1996: 121)

Based on the researcher's pre research observation, some of the problems above also existed and became phenomena in Az-Zuhra Islamic junior high School where the researcher did the research; those phenomena are in the following:

1. The Students were lack of self-confidence; they preferred using Indonesian to using English.
2. The Students could not speak accurately in English.
3. The Students were inclined quiet, only gave little response to a question.
4. The students were lack of vocabulary.

To overcome the problem, a teaching strategy or a technique is needed to be implemented in speaking class. Experts provide many teaching strategies or techniques for the problem. The techniques or strategies provided by experts can be categorized as activities that are commonly used in speaking class," There are some major activities that can be implemented



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to promote oral skill in the ESL/EFL classroom, they are: Discussion, speeches, role plays, conversation, audio taped oral dialogue journals, and other accuracy-based activities” .(Celce Murcia, 2001: 106).

Role play as one of the major activities that can be implemented to promote oral skill in ESL/EFL classroom seems interesting. “one way to vary the kinds of spoken interaction that learners can experience in the classroom is the use of what is called 'role play' ” (Penny Ur, 1996 :131). Role play as a teaching activity has many variation technique that can be implemented in speaking class, one of them is rotating roles. “Rotating roles is an excellent way of giving each student an opportunity to practice skills through role playing real-life simulation” (Mel Silberman, 1996:148). The use of rotating roles in teaching speaking will guarantee students’ involvement in teaching and learning process. In rotating roles students will have equal opportunity to practice, each of them will have opportunity to practice the primary role, secondary role, and observer. One of the interesting things of rotating role technique is that student will get feedback from their friend so it will increase students’ participation. It is the observer’s role which will enable student to get feedback from their peer rather than directly from teacher. The pair feedback is more effective than teacher’s feedback as Spencer Kagan said,

“During oral responses in the traditional classroom, students respond one at a time to the teacher’s questions. This allows very limited practice per pupil. The teacher talks twice for each time as student talks, first asking the question and then providing feedback (praise, a correction opportunity, filling missing information, or modeling alternative way to respond). Because the teacher talks



twice for each time a student talks, the teacher talks about 60% of the time, this results in extraordinarily low participation rates for individual students (Spencer Kagan, 2009:4)”.

Considering the advantages of the rotating roles technique, the researcher believe that rotating role will improve students’ speaking skill, so the researcher is interested in carrying out a research entitled The Effect of Using Rotating Roles Technique on Students’ Speaking Ability at The Second Year of Az-Zuhra Islamic Junior High School Pekanbaru.

## **B. THE REASON FOR CHOOSING THE TITLE**

1. The title is interesting, because the researcher wants to find out how far the effect of Rotating roles technique in improving the student ability in speaking.
2. The researcher is able to carry out this research regarding the time, finance and knowledge.
3. As far as the researcher is concerned, this research has never been researched yet.

## **C. THE PROBLEM THE RESEARCH**

1. The identification of the problem
  - a. Why were the students afraid to express their idea in English?
  - b. Why were the students unable to speak accurately in English?
  - c. Why were the students unable to respond in English when they are asked?
  - d. Why were the students lack of vocabulary?



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## 2. The Limitation of the problem

Based on the identification of the problem above, the researcher needs to limit the problems of the research in order to focus on the topic. Thus, in this research, the researcher only focuses on using Rotating roles technique and Speaking Ability of the second year students at Az-Zuhra Islamic Junior High School.

## 3. The Formulation of the problem

- a. How is students' speaking ability before being taught by using rotating roles technique at Az-Zuhra Islamic Junior High School?
- b. How is students' speaking ability after being taught by using Rotating Roles technique at Az-Zuhra Islamic Junior High School?
- c. Is there any significant effect of rotating roles technique in improving students' speaking ability at Az-Zuhra Islamic Junior High School?

## **D. THE OBJECTIVE AND THE SIGNIFICANCE OF THE RESEARCH**

### 1. The Objective of the research

- a. To find out the data about students' speaking ability before being taught by using rotating roles Technique at Az-Zuhra Islamic Junior High School.
- b. To find out the data about students' speaking ability after being taught by using rotating roles Technique at Az-Zuhra Islamic Junior High School.



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- c. To determine the significant effect of rotating roles Technique on the students' speaking ability at Az-Zuhra Islamic Junior High School.
2. The significance of the research
    - a. To Increase the researcher's knowledge about research, especially for the researcher's scientific insight regarding Rotating roles technique.
    - b. To give some inputs to the students of Az-Zuhra Islamic High School.
    - c. To fulfill one of the requirements for finishing the researcher's undergraduate study program (S1) at the education and teachers training faculty of state Islamic university of Sultan Syarif Kasim Riau.

## E. THE DEFINITION OF THE TERMS

To avoid misunderstanding and misinterpretation in this research it is necessary to explain the following terms:

### 1. Effect

Based on Oxford dictionary (2008:143), effect is change that somebody or something causes in somebody or something else. In this research, the term of effect refers to effect of Rotating roles technique on students' speaking ability at Az-Zuhra Islamic Junior High School.



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## 2. Rotating roles

Rotating roles technique is a technique that gives chance to each student to practice skill through real-life simulation, (Mel Silberman, 1996: 148). This technique is a branch of traditional role play, the major different between rotating role and role play can be identified by analyzing the procedure of both techniques. While traditional role play has one role for a player (student), the rotating roles has three roles for a player. This increasing role gives the student opportunity to practice more.

## 3. Speaking

Speaking is a productive oral skill; it consists of producing systematic verbal utterances to convey meaning (David Nunan, 2006:48).

## 4. Ability

Capacity to perform a task as in talk of “highability” or “lowability”. Degree of skill at task performance intelligence. (The Greenwood dictionary of education, 2011:1)