

CHAPTER I

INTRODUCTION

A. The Background of the Problem

Speaking is one of the activities done by English learners. It is one of the four main skills in language learning and also the ability to perform the linguistic language knowledge in actual communication. The writer's ideas above is related to McDonough and Shaw's theory that speaking is a linguistic knowledge that creates an oral message for communication and self-expression¹ and also important to remember that speaking forms a part of the shared social activity of talking². Therefore, the writer can conclude that speaking talks about interaction done by two or more people to communicate thoughts, information, or feelings.

In learning speaking English, the students do not only learn the language but also learn about how to speak. Learning the language means learning the forms of language grammatically and semantically. On the other hand, learning how to speak means something different because it deals not only with the efforts of the students to understand the patterns of speaking but also the psychological problems inside themselves.

One of the psychological problems is students' motivation. Motivation is an essential to success, they have to do something if they want to get success. Without motivation, they will almost certainly fail to make the

¹McDonough, J and Shaw, C. *Materials and Method in ELT*. (Oxford:Blackwell,1993), p.47.

²Sari Luoma. *Assessing Speaking*. (Cambridge: Cambridge University Press,2004), p.20.

necessary effort. For learning English, motivation is an important factor that affects students' performance. Success or failure in language learning seems largely dependent on the learners' motivation to learn the target language. The teachers are hoped to motivate their students in speaking English to make the students interested in speaking English, giving respect to them, or etc. Giving motivation can make the students realize the benefits and the goal of what they are learning . Students who have high motivation toward speaking English, he or she has bigger possibility to speak more. In particular, motivation seems very important in the development of speaking English.

Furthermore, to support the students' need to learn speaking English, School Based Curriculum (KTSP) provides speaking as one of the English standard competence that must be taught in senior high school. Speaking has been taught since the first year of English teaching period. The statement above comes from SMA N 3 Pekanbaru that also uses School Based Curriculum (KTSP) as its guidance in teaching learning process. According to School Based Curriculum (KTSP) in learning English, the students should be able to use language in communication either written or oral language in order to face the global era.³ It is related to Syllabus of SMA N 3 Pekanbaru as the basic guidance stated for eleventh grade is that “the students are able to respond the meaning in the transactional conversation (to get things done) and interpersonal accurately, fluently, and contextually in their life”⁴. The

³Team of Curriculum SMA N 3 Pekanbaru. Syllabus SMA N 3 Rumbai 2013/2014 (Pekanbaru: unpublished, 2013).

⁴Sylvia Boestami. *Silabus Bahasa Inggris SMAN 3 2013/2014* (Pekanbaru: Unpublished, 2013), p.15.

minimum criteria of passing grade in this school is 75, and English has been taught twice a week.

Based on the writer's preliminary observation for teaching speaking, the students were asked to speak English in teaching and learning process. Ideally, the students in the school should be able to speak English effectively, but in fact they could not apply it well. The teacher still found some problems happening in the practice of speaking English for the students. They often got difficulties in using English while they were trying to interact with others. They still seemed hesitate to interact with their friends and their teachers by using English. Shyness, nervousness, and feeling afraid of making mistake, were the possible reasons for them. Other reason was because of low motivation to practice speaking English in daily conversation. It was seen from the following symptoms:

- a. Some of the students had lack of vocabulary,
- b. Some of the students did not have self-confidence to speak English,
- c. Some of the students felt shy and afraid to take part in a conversation English,
- d. Some of the students were lazy to speak English,
- e. Some of the students had lack of motivation to practice speaking English,
- f. Some of the students felt uncomfortable to practice English.

Based on the symptoms above, the writer would like to solve it by using Role play, as the way out for this problem. It was an effective technique to use in teaching speaking because it can give the students an opportunity to

practice and develop their idea. In addition, it also allows students to be creative and to put themselves in another person's place for a while, and an ideal activity in which students could use their English creatively. According to Ladousse, "Role play is one of whole gamut of communicative techniques which develops fluency in language students, which promotes interaction in the classroom, and which increases motivation⁵. As a result, the writer concluded that Role play could develop students' speaking fluency, make they became more active in the classroom through interaction, and also increased students' motivation in speaking activities.

Based on the explanations above, the writer was interested in raising up these problems in a research entitled: **"The Effect of Using Role Play towards Motivation in Speaking English of the Eleventh Grade Students at Senior High School 3 Pekanbaru"**

B. Definition of the Key Terms

In order to explain and avoid misunderstanding and misinterpretation about the title and the content of the research, it is better to define the terms that are used in this research as follows:

⁵Ladousse. Role Play for ESL/EFL Children in the English Classroom. *The Internet TESL Journal* (Taiwan: National Cheng Chi University, 2008), p.7.

1. Students' Motivation

According to Gardner et al in Lucas, motivation is defined as the individual's attitudes, desires, and effort⁶. Motivation to learn means that students' attitude, desires, and effort in learning English especially in speaking English. Motivation to learn is critically important to students and teachers⁷. Motivation is a kind of supporting effort to reach the goal of the study. A good motivation in learning can give a good achievement. In other words, the students' achievement depends on his motivation in learning. Motivation is concerned with the factors that stimulates or inhibits the desire to engage in behaviour.

2. Role Play

Role play is a role and play a part in a specific situation⁸. Role play increases students' interest in learning English and it is also increase students' motivation in speaking activities⁹. The writer concludes that Role play is a learning method of playing a role in different condition and spesific situations, beside that Role play can increase students' interest and students' motivation in speaking activities. Therefore, in this research, Role Play is used to increase students' motivation in speaking English.

⁶Rochelle Irene Lucas et al. A Study on the Intrinsic Motivation Factors in Second Language Learning among Selected Freshman Students. *Philippine ESL Journal*4 (2010):3.

⁷ Robert E. Slavin. *Educational Psychology Theory and Practice*. (Boston: Pearson, 2006). P. 317.

⁸Junko Haruyama. "Effective Practice of Role Play and Dramatization in Foreign Language Education." *Komaba Journal of English Education* (2006).p.32.

⁹Lin Shen and JitpanatSuwanthep, "E-Learning Constructive Role Plays for EFL Learners in China's Tertiary Eduucation," *ASIAN EFL Journal*, vol.7 (2011), p.7.

3. Speaking

Speaking as interaction; a social and situation based activity¹⁰. Expressing ideas, opinion, feeling to others by using words as an interaction in daily life. In this research, the word speaking refers to students speak English with others during learning English process in the classroom.

C. The Problems

1. Identification of the Problem

Based on the problem depicted in the background, therefore, the problems of this research were identified as follows:

- a. Some of the students were not able to respond the teacher's question.
- b. Some of the students were not interested in speaking English.
- c. Some of the students had anxiety to take part in a conversation English.
- d. Some of the students paid less attention to practice their speaking English.
- e. Some of the students were not able to speak English fluently.
- f. Some of the students were not motivated to participate in the classroom.
- g. Teaching technique used by the teacher was inappropriate.

¹⁰Sari Luoma, *Op. Cit*, p.9.

2. Limitation of the Problem

Based on the identification of the problem above, it was clear that there were many problems in this research. Thus, the problems of this research were focused on using Role play and motivation in speaking English of the eleventh grade students at SMAN 3 Pekanbaru.

3. Formulation of the Problem

Based on the problems limited above, thus, the research was formulated into the following research questions :

- a. How is the students' motivation in speaking English taught by using Role Play of the eleventh grade students at SMAN 3 Pekanbaru?
- b. How is the students' motivation in speaking English taught without using Role Play of the eleventh grade students at SMAN 3 Pekanbaru?
- c. Is there any significant effect of using Role Play towards students' motivation in speaking English of the eleventh grade students at SMAN 3 Pekanbaru?

D. The Objective and Significance of the Research

1. Objective of the Research

Based on the research questions formulated above, thus, the objectives of this research are as follows:

- a. To find out the data and information about the students' motivation in speaking English taught by using Role Play.

- b. To find out the data and information about the students' motivation in speaking English taught without using Role Play.
- c. To find out the significant effect of using Role Play towards students' motivation in speaking English.

2. The Significance of the Research

Related to the objectives of the research above, the significances of the research are as follows:

- a. The research findings are hopefully contributing the writer as a novice researcher in term of research experience.
- b. The research finding is also expected to give positive contribution in English language teaching and learning, especially in learning speaking English of the eleventh grade students at SMAN 3 Pekanbaru.
- c. The research finding is also expected to contribute the development of teaching and learning English in practically as a foreign language and for those who are concerned very much in the field of language teaching and learning.

