

# CHAPTER I

## INTRODUCTION

### **A. Background of the Problems**

English is a very essential language in the world. Many people from different countries around the world use it to communicate. The area of English has always become a special interest. It is because of the importance of English in any scope of our life. Considering English as the international language, the Indonesian government decided to implement the English teaching at elementary school. The purpose of the English lesson in elementary school is to introduce English in the early stage of education.

Teaching English to children is the important part of education. There are some advantages of teaching English in the early ages, such as it will develop and support the language skills. It seems easier for children to understand and imitate what they hear. Teaching English in early ages is also based on the expectation that people will get more if they spend more time in learning English. However, teaching children is quite different from teaching adults. They have unique characteristics, one of which is being more enthusiastic and livelier as learners. Children also have a short attention span. They want to please the teacher than their peer group. It means that the teacher must create the activities that are suitable for them, like role-playing, storytelling, singing songs, games, etc.

Nowadays, in the elementary schools, the language teaching emphasizes attention to the main skills. Therefore, it is important to introduce English in all

language skills, both oral and written forms so that later they will be able to communicate well both in the oral and written forms. Paul (2003:76) states that children need to speak. They speak to express their genuine feeling. They need more practices to use it spontaneously and communicatively. When children learn the language, the only way is to use it for communication. Moreover, it is important to develop their communication skills from early ages so they can be fluent speakers in the future. In relation to this, elementary school is one setting in which the students learn a foreign language at the early level.

In learning the speaking skill, the students often find some problems. The problem frequently found is that their native language causes them difficult to use the foreign language. Another reason is because of lack of motivation to practice the foreign language in daily conversations. They are also too shy and afraid to take part in the conversation. Many factors can cause the students' speaking skill. They are interest, the material, the media and the technique used in teaching speaking. That is why teaching speaking through role play might be the solution.

The reason to use role-plays in the teaching and learning process is because role-playing is a fun activity. It can increase students' motivation, like reducing embarrassment, and putting students in situations in their real life. Besides, role-playing can build up the social skills from a very low level and the most important thing is that through role-playing we can train the student's speaking ability in any situation.

Considering the importance of speaking ability for the language learners, the school principal and the English teacher think that they must make some efforts to

improve the speaking ability so that the students will be able to use spoken English.

SD N Jogomangsan II is one of elementary schools that offers English subject from the first grade up to sixth grade. SD N Jogomangsan II is located at Blambangan, Jogotirto, Berbah, Sleman, Yogyakarta. The school has 6 classes. Every class consists of about 12 - 24 students.

Based on observations in the class and interviews with the English teacher, the researcher found some problems related to the teaching and learning process in SD N Jogomangsan II, especially related to the lack of speaking ability. The teacher showed that she seldom asked the students to practice their speaking for communication. She said that she had not encouraged the students to practice their speaking because she only developed their vocabulary. She said that she had difficulties in finding ideas to create interesting activities.

After analyzed the lack of speaking ability above, the researcher decided to conduct an action research. The researcher is interested in students' low speaking ability. The researcher and the English teacher, as his collaborator, will work together to identify and find the appropriate efforts to improve their speaking ability. Through this research, it is expected that the student's speaking ability can be improved.

## **B. Identification of the Problems**

The researcher conducted the observation three times. The observations were conducted on April 7, April 9 and April 11. On the first observation, the

researcher met the principal to ask for the permission to conduct the research in the school and to collect general information about SD N Jogomangsan II. In the second observation and the third, the researcher met the English teacher to get the information about the teaching-learning process of grade V in general and conducted the field observation to figure out the existing problems occurring in the classroom. From the observation and interviews, the researcher managed to identify some problems in the English teaching learning process in the classroom.

The first problem is concerned with the students. They lacked English mastery; their speaking ability was low. Besides, they were very energetic students but had low motivation to learn. They never wanted to speak and practice. However, their achievements were below average.

The second problem is concerned with the English teacher. The teacher found difficulties in creating interesting activities. Besides, she had not encouraged the students to practice their speaking because she mostly taught vocabulary. Further, she could not make them speak up. The students usually refused to speak up when the teacher asked them. She also had difficulties in the classroom management and seldom used the various media.

The third problem is related to the material and learning tasks. There were no textbooks for the lesson and clear syllabus for the school. The teacher just arranged the syllabus arbitrarily. The syllabus was emphasized on the listening and speaking skills because the students are in the 5<sup>th</sup> grade, but it was not maximally used. It means that the teacher seldom used the tasks to provide her students to improve their speaking ability; she only focused on listening and

vocabulary mastery.

The fourth problem is related to the teaching media and resources. The teacher did not use the various media during the teaching learning process. The media was not maximally used. In the classroom, the teacher only used limited media to explain the lesson. Although she brought the media, she cannot utilize them optimally to attract the students' attention.

The last problem is related to the classroom organization. The classroom English was rarely used. The classroom management did not run well. The majority of the students did not pay attention to the lesson; some of them were busy with their own activities, while the others were passive. The noisy classroom situation was not conducive for conducting the teaching and learning process.

### **C. Delimitation of the Problems**

After the problem identification step was done, the researcher found many problems related to the development of students' speaking skills. However, it is impossible for the researcher to solve all those problems. Therefore, the researcher, along with the other research members selected the problems based on their level of urgency and feasibility to get the ones with the most chance to be solved through a collaborative action research. As a result, the researcher decided to work together with the other research members focusing on improving the students' speaking ability.

#### **D. Formulation of the Problems**

Based on the problem limitation, the problem is formulated as follows:  
How can role-plays be used as the effort to improve students' speaking ability of the students in SD N Jogomangsan II?

#### **E. Objectives of the Research**

Based on the formulation of the problem, the objective of this research is to improve students' speaking ability in SD N Jogomangsan II through role-plays.

#### **F. Significance of the Research**

In line with the formulation of the problem above, this research aims to give some contributions:

1. The researcher, this study is expected to gave him new knowledge in the implementation of teaching students through role plays to improve students' speaking skill.
2. English teachers, the result of this research could be applied as a solution to improve the students' speaking ability.
3. The principal of elementary school, the findings are expected to become good input. She may have the policy of implementing role plays as the method/technique in the teaching and learning in her school.
4. Yogyakarta State University especially the English Language Education Department, this research will enrich and enlarge the knowledge of

English for Children (EFC) study in the English Language Education Department.

5. Other researchers, the result of the study can be used as information for further research.