

CHAPTER 1

INTRODUCTION

In this chapter, the researcher explains the reasons why the researcher conducted and choose the title of this research. Some of which will be listed consist of research background, research question, research objectives, research significance, research limitation, terminology.

A. Research Background

In English learning, language functions as a means of communication that enables people to convey information, ideas, emotions, and thoughts through speech, writing, gestures, or sounds. English, in particular, is a mandatory subject in senior high schools, and students are expected to develop four essential language skills: speaking, listening, reading, and writing. Each of these skills plays a significant role in effective communication. Since students are social individuals who frequently engage with others, the ability to pronounce words clearly is very important. Accurate pronunciation helps ensure that spoken messages are correctly understood. Furthermore, clear pronunciation enhances the quality of interaction, enabling students to communicate their ideas with confidence and clarity. Therefore, both pronunciation and interaction are key elements in mastering spoken English.

Pronunciation is an important aspect of speaking that enables students to produce English sounds clearly and correctly so that their speech can be understood by others. Interaction, on the other hand, refers to the way students

use language to engage in real-time communication with others, such as asking questions, responding, and expressing opinions in conversations. Role play gives students the chance to improve both pronunciation and interaction skills by providing realistic scenarios where they must speak directly and naturally with others. Through repeated practice, students can develop better articulation, stress, intonation, and rhythm, which are all essential for clear pronunciation. At the same time, they also learn how to interact appropriately in different contexts, such as in formal or informal situations. Nevertheless, in learning English, students still face several challenges. One of the main problems is that they rarely use English outside of the classroom. Most of the time, they communicate in Indonesian or their local languages. Therefore, the teaching of pronunciation and interaction must be emphasized during English lessons at school, to help students speak English more clearly, confidently, and fluently in real-life communication.

Pronunciation and interaction remain significant obstacles for many students when it comes to speaking. One of the main issues is inaccurate pronunciation, where learners find it challenging to articulate English sounds correctly. Since certain English phonemes are not found in their mother tongue, students often struggle to replicate the correct sounds. This difficulty can result in miscommunication and a decrease in their speaking confidence. A lack of sufficient listening and speaking practice further prevents students from enhancing essential pronunciation features such as articulation, word stress, and intonation. Moreover, using English in interactive situations is another

common problem. Many students are reluctant to participate in conversations due to fear of making mistakes or being criticized by classmates. This anxiety can make them uncertain about how to respond properly during exchanges. Such insecurity weakens their motivation to use English in real-time communication. Additionally, their limited vocabulary and trouble with grammar structures make it harder to communicate smoothly, often causing them to pause frequently or revert to their native language during interactions. To address these challenges, students require more frequent opportunities to improve their pronunciation and take part in communicative speaking tasks. With regular practice and appropriate guidance, they can build greater confidence and improve their ability to speak English effectively in various contexts.

Apart from linguistic difficulties, limited exposure to English also significantly hinders students' development, especially in terms of pronunciation and interaction. Typically, students only use English during classroom lessons, while outside school, they mostly speak in their native languages. This lack of regular practice makes it difficult for them to develop accurate pronunciation and to feel confident engaging in everyday conversations using English.

To overcome these challenges, English instruction should incorporate more communicative activities that emphasize both pronunciation and interactive speaking. Techniques such as role play, dialogue exercises, storytelling, and speaking activities can be very effective. These

methods not only support the improvement of students' pronunciation such as their clarity of speech, stress patterns, and intonation but also give them more opportunities to practice real-life interaction. By creating a supportive and engaging classroom atmosphere, students can gradually become more fluent and confident in using English during communication.

Role Play is a valuable strategy for improving students' speaking , especially in terms of pronunciation and interaction. This technique involves students participating in role-based scenarios that mirror real-life situations, giving them a chance to practice speaking clearly and engaging with others using English. It helps students work on proper pronunciation by focusing on elements such as stress, intonation, and rhythm key components for being easily understood.

At the same time, role play fosters interactive communication, as students are required to actively listen, respond appropriately, and carry on meaningful dialogues within a given context. By engaging in these simulated conversations, students build confidence in expressing their thoughts and improve their ability to communicate naturally. This makes role play an effective approach to develop both pronunciation accuracy and interactive communication skills in the English language.

SMAS Nusantara Indah Sintang has implemented Kurikulum Merdeka, a national curriculum designed to provide greater autonomy for schools and teachers in managing the teaching and learning process. This curriculum is currently applied to students in the tenth and eleventh grades. In the context of

Kurikulum Merdeka, the assessment of learning objectives in the area of pronunciation and interaction focuses on developing students' ability to communicate orally with clarity and appropriateness.

Students are expected to demonstrate accurate pronunciation, including correct articulation, stress patterns, and intonation, to ensure their spoken English is understandable. Furthermore, interaction plays a key role in this curriculum, as students are encouraged to engage actively in classroom communication by asking questions, responding to others, and expressing their opinions using English. These activities aim to create a more interactive, student-centered environment that promotes confidence and fluency in real-life communication. By emphasizing both pronunciation and interaction, Kurikulum Merdeka supports the development of essential speaking sub-skills that enable students not only to produce accurate spoken language but also to participate meaningfully in spoken exchanges. This aligns with the curriculum's broader goals of fostering independence, creativity, and active participation in learning.

Based on the results of observations and interviews with teacher at SMAS Nusantara Indah Sintang, the researcher found that students in class X A need to improve their engagement in the learning process. One of the main concerns is students' difficulty in pronunciation and interaction. Interaction in speaking refers to the dynamic involvement of learners in verbal communication, where they participate in exchanging messages, listening and reacting to others, and guiding the flow of conversation. This process involves

taking turns in speaking, asking questions, giving responses, and clarifying meaning when needed. Through this interactive communication, learners not only practice language use but also improve their ability to speak fluently, accurately, and appropriately in various real-life contexts.

Many students struggle to pronounce English words correctly, particularly those that contain sounds unfamiliar or absent in their native language. This results in unclear speech and affects their overall communication. In terms of interaction, students often hesitate to participate in classroom conversations. They tend to pause frequently, appear uncertain when responding to questions, and avoid initiating dialogue in English. This hesitation is largely due to a lack of confidence and limited practice in using English interactively. Moreover, students rarely engage in peer-to-peer communication using English, which further limits their exposure to natural language use.

Additionally, students often rely on reading and writing activities, while avoiding oral tasks that require active participation. This indicates a lack of confidence not only in pronunciation but also in real-time verbal interaction. They need more frequent and guided practice to develop accurate pronunciation and the ability to interact effectively using English in various contexts. This situation highlights the need for more engaging and communicative teaching strategies that focus on improving students' pronunciation and interactive speaking. By addressing these issues, students are more likely to participate actively and confidently in English-speaking.

Based on the identified problems, the researcher considers it necessary to assist students in addressing these challenges, particularly in improving their pronunciation and interaction skills. Enhancing these aspects is essential to support more effective communication and increase active participation in the learning process. One instructional strategy that can contribute to this goal is the use of role play techniques. Role play is a learning method where students take on roles in specific scenarios to simulate real-life communication situations. Through this technique, students are encouraged to interact verbally in a structured and supportive environment.

Role play provides opportunities for students to speak in turns, reducing anxiety and building confidence, as they express themselves based on assigned roles. This structure allows students to practice pronunciation more naturally while also improving their ability to engage in interactive communication. The technique encourages students to participate actively, making them more involved in the learning process.

This is one of the reasons the researcher is interested in conducting a study with class X A at SMA Nusantara Indah Sintang. The researcher aims to contribute to improving students' knowledge and skills, particularly in English language learning. The persistent issues related to English instruction in the school context also drive the researcher's motivation to explore practical solutions. The researcher hopes this study can assist both students in overcoming their learning difficulties and teachers in applying effective teaching methods in the classroom. The researcher believes that implementing

the role play technique has the potential to enhance students' pronunciation and interaction abilities, ultimately supporting their overall English communication competence.

Based on the explanation above, the researcher proposes the use of the scripted role play technique to improve students' pronunciation and learning participation. Therefore, the researcher intends to conduct a study entitled "Improving Students Interaction In Speaking Through Role Play Technique At Tenth Grade A SMAS Nusantara Indah Sintang".

B. Research Questions

As a researcher explained above, students face difficulties in speaking. To overcome the problems mentioned above, researchers asked questions :

1. How is the effect of role play technique to improve students' participation to learn speak English?
2. How can role play improve students' speaking ?

C. Research Purpose

In line with the problem form in research question that researcher mention earlier, the objective of this research is as follow :

1. To explain how well role play technique work to improve student participation.
2. To find out the improve of student speaking performance.

D. Research Significances

In this research, researcher hope that role play have benefits or can help:

1. Practically

a. For Student

The researcher employs the use of role play as a teaching strategy with the hope that students will have the opportunity to engage in speaking that are both enjoyable and stimulating. Role play allows students to practice their speaking in a dynamic and interactive way, making the learning experience more engaging and fun. Through these activities, students are expected to improve various aspects of their spoken English, including their confidence in speaking, vocabulary, pronunciation, and overall fluency. By simulating real-life situations, role play creates a realistic context in which students can practice communication performance, offering them the chance to apply what they have learned in scenarios that mirror actual conversations they may encounter outside the classroom. This technique not only improve language proficiency but also fosters a more practical understanding of how to use English effectively in everyday interactions.

b. For Teacher

It is anticipated that this research provide valuable insights for teachers on how to effectively incorporate role play as a teaching technique to improve students' speaking . The research aims to equip teachers with the necessary tools and strategies to design and implement role play activities that are tailored to meet the specific language proficiency levels and learning needs of their students. By integrating role play into their teaching methods, educators can create a more interactive

and engaging classroom environment, where students are actively involved in their learning. This approach not only fosters a dynamic and student-centered learning atmosphere but also has the potential to significantly improve students' speaking and overall learning outcomes. As a result, teachers will be able to create more effective and enjoyable lessons that promote both language development and greater student participation.

c. For School

This research is designed to gather and offer valuable insights into the effective use of role play as a method for improve English language learning, particularly in terms of expanding students' vocabulary and improving their participation. The study aims to explore how role play can be utilized as a tool to foster a more active, creative, and enjoyable learning environment for students. By incorporating role play into English lessons, the research seeks to demonstrate how this technique can not only support vocabulary development but also encourage greater student engagement and interaction. Ultimately, the goal is to create a more dynamic and stimulating classroom atmosphere, where students are motivated to learn and actively involved in their language acquisition process. This approach promises to contribute to the overall improvement of the learning experience, making it both more effective and enjoyable for students.

2. Theoretically

For other researchers and English language learners, this study is expected to serve as a valuable source of additional information that will aid in understanding and improving speaking . The researcher hopes that the findings of this research will not only contribute to the existing body of knowledge but also inspire future studies in the field. Additionally, it is envisioned that this research will become a relevant reference for educators and researchers seeking to enhance speaking proficiency in English. By offering insights into effective teaching strategies, particularly those involving role play, this research aims to encourage further exploration and development of methods that can improve students' speaking , ultimately contributing to better language learning outcomes in the future.

E. Limitation Of The Research

In collecting data for this research, the researcher limited the research focus to improving the speaking at class X A in SMA Nusantara Indah Sintang through the use of role play techniques. This study did not cover other aspects of English language learning, such as listening, reading, or writing skills, so the results may not be generalizable to broader contexts.

F. Terminology

1. Role Play

Role play is an instructional method in which students assume specific roles in simulated, predetermined scenarios. This technique is widely used in English language learning, particularly to enhance students'

speaking . By engaging in role play activities, students have the opportunity to practice real-life communication performance in a controlled environment. This approach allows learners to actively use the language in context, improving their fluency, vocabulary, and overall speaking . Role play not only makes learning more interactive and engaging but also provides students with practical experience in using English for effective communication.

2. Speaking

Speaking is the performance of an individual to communicate verbally, expressing ideas, opinions, information, or emotions to others. In the context of language learning, speaking refers specifically to the ability to use the target language, such as English, to effectively convey messages and engage in conversations. The primary goal of teaching speaking is to enable students to communicate fluently and accurately, ensuring they can understand and participate in everyday conversations. This involves not only improving their performance to express themselves but also developing skills that allow them to comprehend spoken language in various real-life situations. Through this, students gain the competence to use language practically and confidently in their daily interactions.

3. Scripted Role Play

Scripted role play is a speaking activity used in language learning where students are provided with a pre-written dialogue or script to practice and perform. In this technique, learners act out roles based on a

fixed scenario, allowing them to focus on pronunciation, intonation, expression, sentence structure, and building confidence in speaking. Because the script is already prepared, students do not need to create their own sentences spontaneously. This helps reduce anxiety and gives them a clear structure to follow, making it especially suitable for beginners or students who lack confidence in speaking. Although scripted role play may not encourage as much creativity as unscripted role play, it is still an effective method to develop foundational speaking skills. It serves as a stepping stone for learners before moving on to more spontaneous and open-ended speaking tasks.

4. Tenth Grade

Tenth grade is the class that will be the focus of this research and the group in which the researcher will implement the role play method for teaching speaking in English. This class will serve as the setting for exploring how role play can enhance students' speaking. By focusing on this particular grade, the researcher aims to assess the effectiveness of the role play technique in improving speaking, specifically within the context of English language learning. The research will provide valuable insights into how this method can be applied to foster better communication performance among tenth-grade students.