

CHAPTER I

INTRODUCTION

This chapter provides the background of the research, the statement of the problem, the objective of the research, the significance of the research, the scope of the research, and the operational definition.

1.1 Background of The Research

According to Irsyad & Narius (2013) cited in (Damayanti & Listyani, 2020) speaking is a form of verbal communication that people use in their social interactions. Another researcher stated that communication skills are crucial in the modern world, and mastering them is necessary for success in a variety of disciplines (Rusdi, 2019). From that statement, we all know that speaking skill is really important in our life because that ability is needed to perform communication. Through speaking we can get a lot of information, but learning to speak especially speaking in English isn't as easy as we thought because we should learn some basic materials such as grammar, vocabulary, and pronunciation. In many non-English countries, the majority of students have struggles in learning English as foreign language. The one of the reason is fear of making mistakes when speaking English.

Therefore, in Indonesia, English is one of the main subjects taught from elementary school to high school level, universities, and also private school. This is the main reason that every child in Indonesia is at least able to master this foreign language. However, in reality, there are still many students who find it difficult to learn English. The majority of students lack enthusiasm for studying and speaking exercises. Also the lack of media unmotivated students in the process of learning speaking foreign language. Moreover, the students must also practice a lot to feel good speaking in English, being familiar with a wide variety of vocabulary, and learn how to use and pronounce them in order to have good English-speaking abilities.

In teaching foreign languages for students, teachers must have good learning strategies so that students can understand the material well. The most contentious issue is primarily concerned with improving educational standards. Teachers search for the most effective method to use in the classroom (Madjdi et al., 2020). As a result of their knowledge of learning strategies and how to apply what they had learned to succeed, students were encouraged to take an active role in their education. At the high school level learning English should be supported by the use of appropriate and effective learning methodologies, preparation of the students, and adequate teaching resources. Practical activities in the classroom are very influential for students' fluency in understanding foreign languages. Communicative activities using foreign languages such as discussions and playing games can stimulate students to practice speaking in class. Educational games are fun activities specifically designed for activities in certain subjects, educational games are designed to strengthen student development, broaden learning concepts, and assist students in learning skills while playing (Huang & Hu, 2015). Educational games can be one of the best ways to make it easier for teachers and students in the process of teaching and learning foreign languages.

One alternative that students can use to improve their English skills, especially in speaking is they can join the English Speaking Club at school. Several schools have formed this club for students who want to learn more English outside of school hours. According to (Demydovych & Holik, 2020) speaking club is the most effective extracurricular to develop English learning in school. English speaking club is a relatively recent idea in the academic setting as an engaging extracurricular activity for learning English for professional objectives.

The English Speaking Club (ESC) provides facilities for students to be able to communicate with other people using English, besides that the goal of ESC is usually to increase motivation and self-confidence for students to communicate as well as possible. Therefore, it is highly recommended for

students who are very interested in English to join the English Speaking Club, because this extracurricular program is very beneficial for them.

A good teaching strategy must lead to a positive impact on students. Therefore, teachers should also know students' perceptions about strategies for learning to teach speaking foreign languages, especially English. Student perceptions are important to help teachers find solutions in teaching, students can have an impact on how they learn, and this is very important in measuring learning outcomes. From this statement, in this study, the researcher chose to find out students' perceptions of learning by speaking with an educational game strategy using role-playing games and to find out the advantages of role-play games. Role-play games are also fun, so that students won't feel bored when learning speaking. Zambrano and Valverde (2013) cited in (Villafuerte et al., 2018) mentioned that "Role-play offers social opportunities to learn a language" confirm the use of role-play as a crucial educational method for improving students' English communication abilities.

1.2 Statements of The Problem

Based on the background of the research above, this study specifically aims to find answers to the following questions:

1. What is students' perception toward the use of role-play games in English Speaking Club at SMA 2 Bae Kudus in Academic Year 2022/2023?
2. What are the advantages of using role-play as a technique in learning English in English Speaking Club at SMA 2 Bae Kudus in Academic Year 2022/2023?

1.3 Objectives of The Research

Based on the research statement, this particular study aimed at finding out:

1. To find out students' perception toward the use of role-play games in English Speaking Club at SMA 2 Bae Kudus in Academic Year 2022/2023.
2. To find out the advantages of using role-play as a technique in learning English in English Speaking Club at SMA 2 Bae Kudus in Academic Year 2022/2023.

1.4 The Significance of The Research

This research is expected to provide some benefits:

1. For teachers, this research is expected to be able to provide another perspective on teaching and learning English, especially in speaking ability, so that teachers can improve their teaching-learning strategies.
2. For students, this research is expected to be a motivation and self-evaluation to be able to learn speaking in English better. This research also shows them that learning English isn't hard as they think.
3. For the other researcher, the researcher hopes that the result of this research is expected to be their reference to conducting research related to this research study.

1.5 Scope of The Research

In this study, the researchers conducted research on 14 students who joined the English Speaking Club at SMA 2 Bae Kudus. The researchers focused on students' perception about using role-play games in English learning, as well as to get the benefits of using role-play games in the English Speaking Club at SMA 2 Bae Kudus in the Academic Year 2022/2023.

1.6 Operational Definition

Based on the explanation of the research above, this research will discuss several things:

1. Perception

The process of being aware of or comprehending sensory data is known as perception.

2. Speaking

Speaking is one of the basic skills in English learning. Speaking is an important tool of communication around the world.

3. Role-Play Game

Role playing is a key strategy in conscious teaching and discussion of roles in groups.

4. English Speaking Club

English speaking club is extracurricular activities in school aimed at students who are interested in improving speaking English.