

CHAPTER I

INTRODUCTION

1.1 Background

Speaking skills are an integral part of human communication that allows a person to convey ideas, ideas, and emotions to others effectively. In the context of education, speaking skills have a very important role, especially in language learning. According to Tarigan, (2008). Speaking skills are the ability to utter articulated sounds or words to express, express, and convey thoughts, ideas, and feelings to others. Thus, speaking skills are not only related to linguistic aspects, but also social and psychological aspects.

Although speaking skills play a crucial role in language learning, many students still experience difficulties in speaking fluently and confidently. Some of the factors that cause this include a lack of speaking practice in the classroom, *teacher-centered learning* methods, and a lack of opportunities for students to use language in real situations. In addition, psychological factors such as shyness, fear of making mistakes, and lack of motivation can also hinder the development of students' speaking skills.

In Indonesia, English is taught as a foreign language, and classroom instruction tends to focus on grammatical structures and written exercises rather than communicative competence. This situation results in students who may understand grammar rules but are unable to apply them in real-life speaking situations. As Littlewood (1981) emphasizes, communicative competence can only be developed when learners are given meaningful opportunities to use language for genuine communication. Thus, there is a need for teaching strategies that encourage students to speak actively and naturally within contextual and interactive settings.

One effective approach to address these challenges is the Micro Role-Play Method. Role-playing, as described by Byrne (1986), is a communicative teaching technique in which students act out specific roles in scenarios that

simulate real-life situations. The “micro” element refers to its short, focused, and manageable scope, allowing students to practice dialogues in controlled yet realistic contexts. Through this technique, learners can experience authentic communication without the pressure of real-world interaction. Thornbury (2005) highlights that role-play helps students enhance their fluency, accuracy, and confidence by encouraging them to use language spontaneously in a supportive environment

Many teachers still use conventional learning methods, where students are given more material passively without being given sufficient opportunities to speak or discuss. This method makes students less accustomed to expressing their opinions orally, resulting in low speaking skills. Harmer, (2007), asserts that speaking skills will not develop if students are not given sufficient opportunities to speak in a supportive environment. Therefore, a more active and interactive learning approach is needed to help students improve their speaking skills.

One method that can be used to overcome this problem is the *micro role-playing* method. Micro role-playing is a learning technique where students practice speaking by playing certain roles in scenarios that resemble real-life situations. This technique allows students to use language in a more natural context, so that they can improve their fluency, accuracy, and confidence in speaking according to Thornbury, (2005). Role-playing helps students to develop speaking skills in a more interesting and meaningful way compared to traditional learning methods.

In addition to providing a more authentic speaking experience, micro-role playing can also help students to understand the use of language in a variety of different communication situations. For example, students can practice speaking in job interview situations, group discussions, presentations, or everyday conversations. Thus, they not only learn how to speak well, but also how to use language appropriately according to the context. This is in line with research conducted by, Littlewood, (1981). Which shows that role playing allows students to develop their communication competence in a more

real and meaningful environment. Some other benefits of the micro role play method in language learning are increasing self-confidence, practicing speaking fluency, enriching vocabulary, improving interaction skills, making learning more interesting.

Previous research also shows that the role-playing method is effective in improving students' speaking skills. For example, research conducted by Nurhayati, (2016). in secondary school showed that students who used the role-playing method experienced a significant improvement in speaking skills compared to students who learned using conventional methods. This shows that role playing can be an effective solution in improving students' speaking skills.

Furthermore, the use of Micro Role-Play can create a positive classroom atmosphere that encourages collaboration and peer learning. When students work in pairs or groups to perform role-plays, they practice language in authentic contexts, negotiate meaning, and learn from each other's strengths and mistakes. This interactive process contributes to both linguistic and affective growth, as students gradually overcome fear of making mistakes and gain confidence in expressing themselves. Such a classroom environment reflects what Brown (2007) refers to as "communicative risk-taking," where learners actively experiment with language use as part of their learning journey.

In summary, improving students' speaking skills through Micro Role-Play is both pedagogically and theoretically justified. The method promotes communicative competence by integrating linguistic accuracy, fluency, and confidence-building in a student-centered learning environment. It supports the objectives of the Indonesian English curriculum, which emphasizes communicative and functional language use. Therefore, this research aims to examine the effectiveness of the Micro Role-Play method in enhancing the speaking skills of Grade VII students at SMP Negeri 2 Soe. It is expected that the findings will contribute to the development of more interactive, enjoyable, and effective English learning practices in Indonesian schools.

This studies is grounded within the theory that micro position-playing serves as an effective pedagogical approach to decorate college students' talking capabilities. Rooted in constructivist gaining knowledge of concept, function-playing encourages active participation, contextual getting to know, and real-lifestyles communicate exercise. through simulating authentic conversational scenarios, students have interaction in significant language use, which fosters fluency, confidence, and communicative competence. The implementation of this technique at SMP Negeri 2 Soe, particularly amongst Grade VII students, ambitions to offer an opportunity, interactive approach that promotes learner autonomy and creativity. furthermore, the study seeks to offer insights into the development of more progressive and effective language mastering strategies, in the end contributing to the most excellent improvement of college students' oral communicate competencies

1.2 Research problems

Based on the background of the problem, the problem to be studied can be formulated as follows:

1. Does the micro role play method increase the speaking skills of seventh grade students at SMP Negeri 2 Soe?
2. How much influence does micro role play have on improving the speaking skills of seventh grade students at SMP Negeri 2 Soe?

1.3 Aim(s) Of Study

In accordance with the problem to be studied, this writer aims to:

1. Determine whether the Micro Role-Play method can improve the speaking skills of seventh grade students at SMP Negeri 2 Soe
2. Measure the extent to which the Micro Role-Play method influences students speaking skills and identify students perceptions of its

implementation in the English learning process of seventh grade students at SMP Negeri 2 Soe.

1.4 Significance Of Study

This research is expected to have significance especially

1.4.1. Implication

This research is entitled "Improving students' speaking skills through micro role-playing in class VII students at SMP Negeri 2 Soe". Including getting a clearer picture and avoiding confusion in understanding the title, the author provides the scope of discussion that is meant by improving speaking skills through the micro role-playing method, so that later it is able to improve speaking skills, especially in using the micro role-playing method.

1.4.2. Application

1. For teachers

As a reference to find out learning methods that can improve speaking skills and can improve teacher professionalism in the learning process.

2. For students

- 1) Students can improve their speaking skills in learning activities.
- 2) Students can instill an attitude of cooperation and carry out obligations in one cooperation so that the knowledge gained is more meaningful.