

CHAPTER I INTRODUCTION

This chapter discusses several points i.e., background of the problem, research problem, objective of the research, uses of the research, scope of the research, and definition of term, as follow:

1.1 Background of the Problem

As we know that the goal of English teaching in senior high school is to enable the students to use the language in real communication according to their level both in written and oral form. One of the goals of English Language Teaching (ELT) is to make the teaching learning process meaningful to achieve communicative functions. But, nowadays the teacher rarely involve the students in communicative situation. Teacher tends to use the text and explains the material in front of the class without giving many chances to students to communicate in the classroom.

The 2004 English Curriculum also stimulates that the students are able to communicate either in written or spoken in English fluently and accurately. It emphasizes the interpersonal skill of the students. During the field practice at SMA Negeri 9 Bandar Lampung, it was found that most students have low ability in English spoken skill, they are reluctant to speak and have low motivation in speaking. In addition, it was revealed that most students have difficulty to answer

the teacher's question in English and, most of them used Indonesian when they ask question to the teacher.

There are many factors influencing students' achievement in speaking skill. One of them is the way or technique that is used by the teacher. Alexander (1998) states that the teaching qualities, particularly the techniques used in teaching process are important. Therefore, it is the teacher's responsibilities to apply interesting technique in teaching learning process in order to interact with the student in the class.

The type of classroom activities proposed in CLT focus on cooperative roles in the classroom for teacher and learner. Students have to participate in classroom activities that are based on cooperative rather than individualistic approach to learning. This concept of CLT emphasize that the aim of communicative teaching is not only the ability to compose correct sentences but also the ability to communicate (Setiyadi, 2006:142). The teacher is responsible to assume the role of facilitator and monitor.

One of the techniques in CLT is "Role Play". Role play as a teaching technique is the conscious acting out and discussion of the role in a group. In the classroom a problem situation is briefly acted out, so that the individual student can identify with the characters. Tomkins (1982:76) states that, role play encourages thinking and creativity, lets students develop and practice new language and behavioral skills in relatively nonthreatening setting and can create the motivation and involvement necessary for learning to occur.

Role play is an enjoyable task which can keep the students to speak because in role play the students have a role which is suitable with their character in real situation. It creates a more effective interaction among students. They can feel and imagine that they speak such as in real environment. Harmer (1983:86) states that role play activities are those where students are asked to imagine that they are in different situations and act accordingly. Moreover Welty and Welty (1976:54) say that role play is a type of drama in which the players take on the characteristics and problem of members of group other than themselves.

Role play is a kind of task that can make the students free to express their idea in playing role suitable with their character. It involves the students in the real situation in their environment. It provides the chance for them to develop their understanding by exploring thoughts and feelings. Role play is an enjoyable activity which can reduce students' anxiety when speaking in the target language. In her study Sumarni (1998) claims that role play motivates students to speak or express their ideas because it trains them to use the language in a real situation. In her script, she used quantitative method. It focused only in students' speaking achievement, however in this research the writer uses qualitative research focuses on learning process and learning product to support the finding. The learning process are students' involvement and the teacher performance and the learning product is students' achievement in speaking.

By those reasons, the writer views that role play is a technique which involves imagination to be someone else or to be ourselves in a specific situation for a while, improvising dialogue and creating a real world in scenario. It aims at encouraging thinking and creativity of the students and let them to develop and

practice new language and behavioral skills in a relatively non-threatening setting, and can create motivation and involvement necessary for learning to occur in the first grade of senior high school. By applying this method, hopefully role play can improve the students' involvement that can increase the students achievement and the teacher's performance.

Based on the background above, the writer is interested to accomplish her qualitative research entitled "Implementation Of Role Play In Speaking At The First Year Of SMA Negeri 9 Bandar Lampung, because when she conducted her field practice at this school, there was a class X.4 where most of its students more reluctant to speak and had low motivation in speaking. In addition, research using role play has never been conducted in this school.

1.2 Formulation of the Problems

Based on the background above, the writer formulates the research problems, as follows:

1. How can Role-play be implemented to increase the students' achievement in speaking?
2. How can role play be implemented to improve students' involvement?
3. How can role play be implemented to improve the teacher's performance?

1.3 Objectives of the Research

The objectives of this research is

1. To find out whether the implementation of role play can increase the students' speaking achievement in the first grade of SMA Negeri 9 Bandar Lampung

2. To find out the improvement of the students' involvement in the first grade of SMA Negeri 9 Bandar Lampung.
3. To find out the improvement of the teacher's performance in the implementation of Role Play in speaking in the first grade of SMA Negeri 9 Bandar Lampung.

1.4 Uses of The Research

The writer expected that the research result can be used as:

1. Theoretical Use

- a. It will be one of references for other researchers who will conduct the same object with different perspectives
- b. This research will enlarge the scope of knowledge about the implementation of Role Play in speaking.

2. Practical Use

The result of this research can give contribution for the teacher of how to apply role play in speaking. Moreover, hopefully this finding will be useful to the readers who are interested in this study.

1.5 Scope Of The Research

This qualitative research conducts at SMA Negeri 9 Bandar Lampung. The subject of this research is the first year students in 2011/2012 academic years, exactly class X.4 which consist of 32 students. It focuses on the implementation of Role Play in speaking.

1.6 Definition of Terms

Speaking

It refers to the process of building and sharing meaning through the use of verbal and non-verbal, in a variety of contexts (Chaney:1998,13)

Teaching speaking through role play

It means the way the teacher teaches the student to involve in mini drama to act suitable with the character they will be played.

Role play

It refers to exercises where the students are assigned fictitious roles from which they have to improvise some kinds of behaviour toward the other roles in the exercises (Paulston and Buder: 1976,70)

Qualitative research

It means a multimethod in focus, involving an interpretive, naturalistic approach to its subject matter (Cresswell:1998,15)

Teacher's performance

It refers to the way in which a teacher carries out the teaching process and behaves in the process of teaching.