I. INTRODUCTION

This research contains a brief explanation of the introduction. It consists of the background, the formulation of problem, the objectives of the research, the uses of the research, the scope of the research, and the definition of terms.

1.1 Background

Speaking is the important factor that can support the process of mastering and increasing the quality of English for communication. In English learning, a student has to master the four basic language skills, namely listening, speaking, reading and writing. Speaking might be the skill that must be emphasized. This is like what Weltys (1976: 47) states that speaking is the main skill in communication. The teacher should promote the students to be able to communicate well.

In addition, speaking is one of the productive skills of language that can be used to express ideas or send message to the hearer or listener. It means that when one speaks, he/she produces expression that should be meaningful. Then, the receiver or the hearer can receive the message from the speaker directly without any miscommunications.
In teaching, the teacher usually uses a technique which can improve the students’ speaking skill. Teacher will choose what technique that is appropriate for his/her students’ condition or situation. The goal of teaching speaking should improve students' communicative skills because students can express themselves and learn how to follow the social and cultural rules appropriately in each communicative circumstance.

In fact one of the four English skills which was not taught well was speaking. As the result, the students find it difficult to express their ideas, some of them felt shy to speak in English. Based on researcher’s experience in Field Practice Program (PPL) at SMAN 1 Liwa, most of the students were not actively involved in the learning process and they had low self-confidence in producing their sentences so they could not speak well. The student also felt embarrassed when they made mistakes in the class. The situation might have been caused by internal and external factors. The internal factors were motivation and interest while the external factors were teachers’ teaching techniques and teaching media as well.

The teacher taught speaking by explaining the form of sentences, drilling it to students and asking students to do some written exercise at students’ worksheet. This made the student seldom to speak English. The teacher just focused on the grammar. When the teacher asked the students to show their ability in speaking task in front of class, only the active students who produced good communication in English.

In addition, most of the students’ pronunciation was not clear. It could be seen from the sound, stress, and intonation that they produced. Actually to build
students’ self-confidence or to make the students’ enjoy in learning speaking, the teacher had to create a scenario to teach the target language in an active and interesting manner to give the students good chance for practicing. It was necessary to take an action by using appropriate technique which gave opportunities and triggers the students to practice their English in classroom. A suitable technique could give students interest and then it would increase their speaking ability.

Considering to the statement above, the researcher chose to use a technique that could motivate and give students opportunities to speak or express their ideas in a situation they were likely to encounter outside the classroom, that is using Role Play. Role Play is a type of drama activities which the student’s can play dramatization of real life situation. Role-play is one of the activities to promote speaking. Through role-play activities, the students learn how to express ideas, opinions, or feeling to others by using words or sounds of articulation. Larsen Freeman (2000: 68) explained that role-plays are important in the communicative approach because they give learners an opportunity to practice communicating in different social contexts and different social roles. A role-play is a highly flexible learning activity, which has a wide scope for variation and imagination.

The researcher used Role Play technique because there were some advantages in Role Play, such as, it can build students’ self confidence and also it will give a chance to get some experience in handling difficult situation and in developing creative problem solving skills. The researcher assumes that Role Play technique
is very enjoyable for student because students can be more active and interacted with their friends into drama situation based on their knowledge.

1.2 Previous Research Finding

There have been several correlated studies dealing with role play technique and speaking skill. The first finding entitled, using Role Play in improving students’ speaking ability in the second year students of SMP PGRI II Ciputat, was conducted by Irianti Sari (2011). This research was conducted to find out whether there was an improvement by using Role Play technique in improving students’ speaking ability. The target population of this study was the second year students of SMP PGRI II Ciputat, which consisted of 40 students. The researcher used pre test, post test, and questioner as the instrument. The finding of this research was there was an improvement by using Role Play technique in improving the students’ speaking ability.

The second previous study was dealing with improving students’ speaking ability in class at the second semester of the first grade of SMP Negeri 3 Meliau, which was conducted by Erasma (2012). In this research the researcher used Role play as technique in teaching speaking. The method of this research was called “A Classroom Action Research”. The subject of this research was the first grade of SMP Negeri 3 Meliau consist of 38 students. The data of this research were collected by using measurement technique that is a performance test to measure the students’ achievements. The findings of this classroom action research showed that speaking ability in class increased by using Role play technique. There were
differences between the previous research and this research, the previous research was conducted in junior high school while this research was conducted in senior high school. Another differences was about the instrument, Irianti Sari used pre test, posttest, and questioner while this research used pre test, posttest, and treatment.

To sum up, based on the previous studies, it can be stated that all above mentioned studies reconfirmed the improvement of using Role Play technique to improve students’ speaking ability. Therefore, this research was carried out to investigate the implementation of using Role Play technique to improve students’ speaking ability at the first year of SMAN 9 Bandar Lampung.

1.3 Formulation of Problem

Based on the background above, the writer would like to take the main problem as follows:

Is there any improvement of students’ speaking ability after being taught through Role Play technique?

1.4 Objectives of the Research

The objective of this research is:

To find out whether there is any improvement of students’ speaking ability after being taught through Role Play technique.
1.5 Uses of the Research

The findings of the study are expected to be beneficial for both theoretically and practically:

1. Theoretically, this research will be useful for supporting the theory about Role Play Technique in Speaking skill.

2. Practically, as additional information for English teacher to increase the teachers’ knowledge of English and share experience in improving the students’ speaking ability in using Role Play technique.

1.6 Scope of the Research

This quantitative research was conducted in the first grade of SMAN 9 Bandar Lampung. The researcher found out whether there was a significant improvement of students’ speaking ability after being taught through Role Play technique. The type of Role Play that would be used is transactional dialogue dealing with descriptive text. This study only focused on improving students’ speaking ability in Transactional Dialogue. Students’ improvement was found out by comparing the result of students’ recorded answers of pretest and posttest.

1.7 Definition of Terms

Improvement

The process to make students’ speaking ability getting better. This was indicated from the score of pretest and posttest.
**Role Play**

Role Playing is defined as pretending to be someone else or pretending to be in a specific situation that you are not actually in at the time.

**Speaking**

Speaking is process of communication between at least two or more speakers. It is also two processes between speaker and listener that are produced by speaker, while the listener receives the information and processes.