

## **I. INTRODUCTION**

This chapter discussed several points in, i.e. introduction that deals with background of problem, identification of the problem, limitation of the problem, formulation of the problem, objectives of the research, uses of the research and scope of the research. Below show how this research paper was organized.

### **1.1. Background**

Speaking skill is the one of English skills that student must master. When students have mastered the speaking skills in their learning activities, it can support their confidence to start the conversation with their friends or teacher. And also when students can master speaking skill, they are expected to be able to express their expressions in English for example: short dialogue, offering invitation, giving suggestion or comments, pay attentions to their friends, etc.

Based on the researcher's experience, researcher found that the teacher have used the traditional ways in their teaching activities. There was only including read the text book and doing exercises based on the book's command. This way was not only occur in the school when i spent my study , but it was occurred almost at many schools in Bandar Lampung. Teaching and learning speaking just became emphasizes on grammar rules

instead of giving speaking practice. Sometimes, the teacher forgot that speaking is the oral activity. Teacher was only focus on grammar and ignored about speaking is the way to communicate orally.

Byrne (1984:1) states that our concern as language teacher is not to inform our students about language, but to develop their ability to use language. Moreover, Van ek in Johnson (1981:103) stresses that the aim of learning is always to enable the learner or teacher to be able to do something he/she could not do at the beginning of the learning process. Based on the idea above, that was explained about the aims of teaching English clearly. The main purpose of teaching English for students is that the students can use English as means of communication based on the situation and context. Students are able to express their meaning without being afraid when that was failure on the grammar. But we can see the students can't convey their mean orally.

Speaking is one of language skills to master because speaking skill needs many aspects like vocabulary, grammar, comprehension, fluency and pronunciation. All of that aspects are needed for student to master speaking skill well. Therefore, they become very difficult for most students to master especially senior high school students.

Based on the pre-research, the researcher was finding that SMA students had very serious problems in speaking skill. They had the difficulties when they produced sentences in speaking. That was because of some factors such as accuracy, fluency, and comprehensibility. Most students was lack of confidence to express their meanings by speaking. They worry about make some mistakes by their spoken. Students feel ashamed and also afraid to speak English, so they never practice English as the second language in their daily life.

According to Brown (2000), one of the basic problems in foreign language is to prepare learners to be able to use the language. How the preparation done successfully depends very much on how we as the teacher understand the aim of teaching. The teacher actually did not understand the students, what students need, and what students want. Teacher must make afford to understand the material well. The idea above means that we need a good technique in teaching speaking. It would encourage students to practice speaking. That were so many technique can use in teaching speaking. One of the techniques that is suitable for teaching speaking English skill is Role Play Technique.

According to Harmer (1998:94), role plays are an excellent way to get students interacting with one another and practicing target vocabulary using real life scenarios. Role play lessons allow students to see and experience how English can be used outside the classroom. It can help to build student confidence. Through this technique, a teacher might ask student to do, answer questions in the class. It can create the students to be more active and creative in learning activities. Students may enjoy the activities and teacher can try to put themselves in another person's place for a while.

Language teachers are not suggested to blame all of students' error. As long as the ideas expressed in the target language can be understood, the minor errors may be ignored. Teacher could give the corrections when the errors may hinder the meaning of communication. Language teachers should provide their students with preparation to express their ideas in the target language and it is used as a bridge for students communication in the classroom. The researcher observed and found that most of students have low ability in English spoken skill, fear to speak and have low motivation in speaking. This case occurred because students think that speaking skill is difficult

mastered. That is why their speaking score has not achieved the standard score in the school yet. The researcher expected that Role Play can be relaxed among the students and also increased students in learning, and then students never feel ashamed or shy.

Based on previous research Mujiono (2013), his research found that the use of role play in teaching speaking can encourage students' to learn speaking through enjoyable way, in the end it gives the positive increase for students' speaking ability.

The researcher is interested in doing quantitative descriptive research about speaking English through Role Play in teaching speaking. The researcher used role play as the technique. The researcher also prepared lesson plans to teach speaking skill. This material will be highly expected that researcher can apply role play as the technique well and impact to students' speaking ability.

Based on the background above, the researcher was interested in accomplishing her quantitative research entitled "Teaching Speaking English Through Role Play at Third Year of SMAN 6 Bandar Lampung".

## **1.2. Identification of the Problem**

In line with the background of the problems above, the following problems can be identified as follows :

1. Teaching learning process is teacher-centered. The class is dominated by teacher while students are not active in learning activities.
2. Teacher still used book-based learning and rivet on them to teach English especially speaking skill. They didn't try to apply some various technique or games for teaching.

3. The students are not able to express their ideas orally in English speaking skill.

### **1.3. Formulation of Problem**

In line with the background previously discussed, the researcher formulated problem like the following:

1. Is there any improvement of speaking ability by using Role Play as the technique at Third Grade of SMAN 6 Bandar Lampung?
2. What aspect of speaking skill improves the most?

### **1.4. Objectives of Research**

1. The researcher wants to find out whether Role Play students' can improve speaking ability at Third Grade of SMAN 6 Bandar Lampung.
2. The researcher wants to find out about aspect of speaking skill which improve the most.

### **1.5. Uses of Research**

The researcher expected the result of the research can be used as :

1. Theoretically, the researcher will show the result is relevant or not based on the previous theories and to find out the process of applying Role Play as the technique towards students' speaking ability. In additional, this research could be used as references for the other researcher who focus on similar scope of research.

2. Practically, the researcher can expect this research can be used for teacher in teaching speaking skill and also can inform about the Role Play's mechanism as the technique.

### **1.6. Scope of Research**

The research was focused on the teaching speaking English through Role Play. The researcher used quantitative research because the researcher focused to find out whether there is a significant improvement of students' speaking ability using Role Play as the technique. The researcher used scripted Role Play in the research. She focused on the type of speaking skill in forms of dialogue. Students made the dialogue with their friends and the topic was adapted by syllabus. The dialogue is about expressing the promising, apologizing, and giving opinion. Every group determined their group's topic by using lottery. Then they did the role play in front of class. In collecting the data, the researcher conducted the test to the students and comparing the results of students' speaking of pretest and posttest. The data collected at SMAN 6 Bandar Lampung with one class chosen randomly as sample of research. The researcher applied Role Play technique in teaching speaking and focused on aspects of pronunciation, fluency, and comprehension.

### **1.7. Definition of Terms**

The terms used in this research is defined as follows :

1. Role Play is dramatization of real life situation in which the students assume the roles (Hilles, 1988).

2. Scripted Role Play is the type of role play which is this type involves interpreting either the textbook dialogue or reading text in the form of speech.
3. Speaking is defined as the ability to express oneself in a life situation or ability to converse a sequence of ideas fluently (Lado, 1976:240)