

I. INTRODUCTION

This chapter discusses certain points deal with background of the problem, problem of the research, objectives of the research, uses of the research, scope of the research, and definition of term.

1.1 Background of the Problem

English has been taught in Indonesia as a foreign language. As a foreign language, English has been taught from elementary school or in some private schools it is taught since kindergarten. This good condition, teaching English from the very basic of education level, does not mean always showing good result to the language learners, especially in Lampung. So far most of high school students choose English as the most difficult subject to learn/acquire.

Just like the other language, English also has four language skills, including listening, speaking, reading, and writing where each skill has their own characteristic and difficulty to learn. Furthermore, English surely has very different language knowledge with Bahasa Indonesia, including vocabulary, pronunciation, etc. These different characteristics give effect to the language learners' attitude towards English which sometimes affect their language skill achievement. At the same time when almost all of Indonesian people do not use

English as their second language, it makes Indonesian English learners harder to practice speaking in English and acquire English well.

All language skills have been taught in various teaching-learning methods and strategies in order to make students easy to reach the goal of learning language, to use the language as means of communication. Besides that, using various teaching-learning methods is also aimed to enrich students' knowledge and widen students' view to the world. Here, teachers' creativity in teaching-learning activity to avoid dullness and monotony and give positive affect to students' way in learning English.

As a productive skill, speaking commonly is considered as the most difficult skill. Learners are still having problem in speaking English. They are still afraid of mispronouncing, using wrong grammar, and also shy about talking with the other students. Thus, the learners are afraid to try speaking in English which will make them can not improve their speaking ability. This fact might be a serious problem, since speaking is very common skill which is used in daily life communication. Thus, this would lead to the problem of acquiring English as foreign language.

Brown and Yule (1983) stated speaking has transactional functions which focus on the exchange of information. In addition, based on English School-Based Curriculum of Senior High School, the students at the first grade of senior high school are expected to able to express transactional and interpersonal conversational in daily life context. Based on the goal of learning language, it

means that the students should be able to do oral communication by using simple expression in English, such as introducing himself or oneself, asking and giving information, etc.

Though, it is known that the best way to master speaking is keep learning and practice. If foreign language learners keep practice and repeat their English speaking, it will be their good habit. Since language is a habit (Audio Lingual Method). Therefore if the students do not know how to use the language in daily life use, how can they use English in their daily life communication? Here, teaching learning process in the class is a very important time and chance for the teacher to teach the students the best, and also for the students to learn English well.

In English teaching learning process, the way the teacher teaches the students usually affect students' way to learn. Using various teaching learning methods and techniques are important to improve students' language skills and also to keep teaching learning process interesting. Beside that, every teaching and strategies has its advantage and disadvantage to students' language skills achievement. So that, it is important to create and use attractive activity in classroom in order to attract students' attention and willing to learn English.

Each language skill has different difficulty to master. Since most of the students consider that speaking is the most difficult language skill, it is urgent to build interesting and active teaching learning activity in the class. Besides, it must be

paid attention that choosing teaching learning methods should be suited to the goal of teaching learning based on curriculum. In School-based curriculum (KTSP) which is applied in most of schools in Indonesia the basic language skills are taught and trained intensively based on genres and functional speeches.

Furthermore, speaking as one of language skill is considered as a complex language skill to master in order to make effective oral communication. Language learners should master elements of speaking, such as pronunciation, fluency, and comprehensibility. Besides that, they also have to understand mechanics and function of the language, and also social and cultural rules and norms. It is important for the language learners, because effective oral communication requires the ability to use language appropriately in social interactions.

Thus, there must be solution to help students to master speaking skill. Teacher should provide activity for students to help them master elements of speaking and also how to use language in social interaction. One of activities that can be used by teacher to help students is role play. 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 build students' confidence.

Role play is very important in teaching speaking because it gives students an opportunity to practice communicating in different social contexts and in different

social roles. In addition, it also allows students to be creative and to put themselves in another person place for a while. Lucantoni (2002) stated that it is important to give students chance to use language n real life situation. Role play is the medium which enables the students to get an idea about different situations through various activities taken from the scenario of real life.

Role play is about pretending or imagining being either themselves or another person in a certain situation, which is also usually occurring in daily life. That's why; role play can be used as teaching learning technique to apply in the classroom. Role play can help students to acquire English easier by performing short dialogue with their partner.

Based on the explanation, it is understood that role play is a unique technique used in the classroom in order to build active and interesting activity for students. It is because students can pretend to be a certain job or famous person based on their interest and deliver a short dialogue. It can be a short entertainment to refresh teaching learning activity. Hence, role play can give students new atmosphere in learning and practicing speaking.

From those previous studies, role play deals with students' speaking ability. In short, related to those previous researches, then the researcher conducted the research in the same topic, implementing role play in teaching speaking, focused on the process and problem that occurred during teaching learning process.

Since speaking is skill which needs more practices, implementing role play can be solution to apply in the classroom. By providing some situations, teachers let students to get their situation with their partner then they prepare a short dialogue. Then they perform role play in front of the class. Here, role play is expected to give interesting speaking activity for students in order to practice speaking and avoid boredom.

Based on researcher pre observation in SMA Muhammadiyah 2 Bandar Lampung, the second grade students still have speaking problem. They still get difficulty to communicate with their friends or teacher in English. Most of them also consider English as a difficult subject that makes them feel difficult to acquire the language. Then it affects students' language learning activity which makes them feel inhibited, worried about making mistakes or being criticized. In the end, students have the lack of practice or low participation and make their speaking ability getting worse.

Since many experts stated that role play can give students encourage practicing speaking, the researcher conducted this role play technique in SMA Muhammadiyah 2 Bandar Lampung. This research is expected to be able to verify previous theories about role play and also as a reference for teacher to solve students' speaking problem.

1.2 Research Questions

Based on the background of the problem above, the research questions could be formulated as follows:

1. How is role play implemented by the teachers in speaking class at the second grade of SMA Muhammadiyah 2 Bandar Lampung?
2. What problems are found during the implementation of role play in teaching speaking?

1.3 Objectives

Based on the research questions above, the objectives of the research could be formulated as follows:

1. To describe how role play is implemented by the teachers in speaking class at the second grade of SMA Muhammadiyah 2 Bandar Lampung.
2. To describe the problems occurred during teaching learning process.

1.4 Uses of the Research

There are two uses of the research, they are as follows:

1. Theoretically, the result of this research will give a contribution to the theory of language acquisition in Indonesian EFL context and English language teaching for senior high school students in Indonesia in order to verify the previous theories related to role play.
2. Practically,
 - a. This research can be used as a reference for English teacher in understanding and in avoiding problems that may occur in teaching

speaking through role play, curriculum developer, and textbook writers in developing the materials for teaching English and also a reference for other researcher who will conduct research in the same field.

- b. The finding – that is students’ speaking problem – can be used as a reference for English teacher to find the problem solver.

1.5 Scope of the Research

This research was conducted at the second grade of SMA Muhammadiyah 2 Bandar Lampung students where the researcher implemented role play in three different classes; XI IPA 1, XI IPA 2, and XI IPS 1, as the subject of the research. Those three different classes were chosen to know whether there is any difference process and response of role play or not. The research focused on the process while role play was implemented in teaching speaking and problem that occurred in the implementation of role play technique in teaching speaking at the second grade of senior high school.

The researcher made video recording, observation and interview to those three classes. The researcher was being participant in the first class and non-participant observer who observed the class and students’ situation while the speaking class was proceeding. The researcher conducted role play in one time meeting. Thus, the data of the research were gathered one time with all of the data collecting technique. The topics which were used in this research were expressing love, embarrassment, annoyed, and anger.

1.6 Definition of the Terms

Some terms are defined in order to give basic understanding of the related variables and concepts, they are as follows:

Speaking

Bryne (1984) defines speaking as two-way process between speaker and listener and it involves the productive skill and receptive skill of understanding. In speaking process speaker produces speech and delivers the information to the listener by using organ of speech. The listener, whom the speaker talks to, receives the information from the speaker by listening. Speaking usually uses common words in order to make the listener understand what the speaker means. But, if it must use special term, the speaker will try to explain its meaning in other words.

Role play

Ments (1999) says that role play involves “asking someone to imagine that they are either themselves or another person in a particular situation”. In foreign language speaking class, role play is often used as the strategy to encourage students to speak. In role play activity, a pair or group of students will perform particular situation that in the fact they are not in that situation. They will have a short dialogue and need to perform particular pragmatic.

That is the discussion in the first chapter consisting of background of the problem, research question, objectives, uses, scope of the research and definition of terms.