

## **I. INTRODUCTION**

This chapter introduces the background of the research. In this section, the writer states how speaking is more important than the other skills. The writer also formulates the background of the problem, research question, objective of the problem, the uses of the research, scope of the research and definition of the terms.

### **1.1 Background of the Problem**

English is one of the subjects matter learned by students in every educational level in Indonesia, such as, in elementary school, junior high school and senior high school. It covers four language skills that must be mastered; they are, listening, speaking, reading, and writing. Speaking skill is measured in term of ability to carry out a conversation to express ideas in the language. According to Bryne (1984) speaking is oral communication. It is an activity conducted by people to communicate and interact with other people in an appropriate and correct situation.

One of the objectives of teaching English is to make the learners able to communicate in the language. The students are expected to be able to express, communicate and give information in short conversation orally. Besides, they are

expected to use the target language in daily conversation as main goal of the learning English. The students are expected to be able to use English as a form of conversation in our daily activity. For example, if a person speaks English orally, he/she is able to react, respond, express his/her ideas, and feeling to other people and he/she also will share the information to other people through communication.

Speaking skill is measured in terms of the ability to carry out the conversation in the language. This requirement should be fullfield through speaking ability that should be mastered by the students. Unfortunately, the aim of using English has not been satisfied yet although the students have learnt English since elementary school. It can be seen from on the writer's experience during her PPL in SMP N 2 Pakuan Ratu class VIII from July until September 2011. The fact that English has been taught for many years but the capability of the students in the school is still unsatisfactory. Parallel to the condition above, previous study done by "Lovira" (2010). She found that the students in junior high school had difficulties in their speaking ability.

When the writer did pre-observation in SMK N 1 Bandar Lampung, especially in X Secretary 2 class, she found that the students' speaking ability was unsatisfactory. In addition, based on the interview with one of the teachers in SMK Negeri 1 Bandar Lampung, it was found of that the students could not pass KKM at the school. There were thirty four student (85%) who fail in the examination of speaking test meanwhile there were only four students (15%)

could pass the examination that held by the teacher. Furthermore, Standard score in SMK N 1 is 66.70.

Some problems in speaking are still experienced by the students in Senior High School. They often get difficulties in using English when they are trying to interact with others. They also look reluctant in teaching learning-learning process to use English as the mean of communication. They feel uncomfortable in using English because of their lack of vocabulary and their confidence. Most of them are also feel nervous and reluctant to express their ideas with their partner. They do not want to practice and communicate in English to their partner because they are afraid of making mistakes. Many students are afraid if they made mistakes their friends will laugh at them. The students lacked of confidence to speak English. Students also lacked of the vocabulary and grammar in English. They also did not comprehend the sentences in English. They still made mistakes to arrange words by words into the sentences in English.

Considering of the problem, it seems necessary to take an action by using appropriate technique which gives opportunity to the students to practice their English in the classroom. An interesting technique can give the challenges and opportunities for students to practice English in the classroom. By giving the appropriate technique, the students are expected to have the opportunity to use English among themselves in the classroom during teaching-learning process. Role play is one of technique that can be applied in the teaching.

Role play is one of the way to make the students interact with their group orally. Role play technique can create the real situation and chance for students to speak, act, and work together with their group. Role play can help students become more interested and involved in classroom learning by addressing problems, and exploring alternatives and creative solutions in terms of not only material learning, but also in terms of integrating the knowledge learned in action (Brown and Yule:1995). Role play creates their confidence to speak English. They will practice speaking English with their group directly in the classroom. The students can express their feelings, minds and opinions with their partner. Role Play also can create students' confidence to communicate in English at the classroom. This technique provides the opportunity for the students to develop and revise their understanding and perspective by exploring thought and feeling of character in the certain situation. It means that, role play is an enjoyable task for the students that stimulate the students to speak English directly in doing the activities in the class.

This research was conducted in SMK Negeri 1 Bandar Lampung. This school has four skill classes, such as, accounting, secretary, business and marketing, and the last is computer and network. The secretary skill class are divided into two classes, Secretary 1 and Secretary 2. Furthermore, the researcher conducted the research in X Secretary 2. Meanwhile, the context material of the teaching learning was understanding and using transactional dialogue in short conversation. The material was focused on ordering menu, asking someone and asking information in public places, such as, at restaurant, at office, and at bus station. The material was focused on the formal place situation because based on their

secretary skill. Material was taken from the students text-book which relevant to School Based Curriculum. The material was relevant to the KTSP (School Based Curriculum) for Senior High School.

Considering the statement above, the researcher expects that role play technique can bring the improvement in students' speaking ability and tries to find out which one is the most effective topic for utterance production in teaching speaking.

### **1.2 Research Problem**

Based on the explanation above, the researcher formulates the problems in following the questions are:

- Can role play technique improve the students' speaking ability at the first year of SMK Negeri 1 Bandar Lampung?
- Regarding the three topics given, which one is the most effective topic for utterance production in teaching speaking?

### **1.3 Objectives of the Research**

Concerning the research problems, the objectives of this research are:

- To find out whether role play technique can improve the students' speaking ability at the first year of SMK Negeri 1 Bandar Lampung.
- To find out which one is the most effective topic for utterance production in teaching speaking by giving the three topics.

#### 1.4 Uses of the Research

The uses of this research are:

1. Practically, the result of this research can be used as consideration as one of the technique to solve the problem of teaching speaking at senior high school and can be used as alternative to improve students' speaking ability.

This research can be useful for:

- The Teachers

Through this research, the teachers can be used as consideration as one of the technique to improve the students' ability in speaking and their performance.

- The Students

The implementation of role play in this research gives the chance for students to communicate with someone by their ideas, thought, and feeling to other people directly and actively.

- The School

The result of this research can be used as consideration whether the school will implement role play for all grades of senior high school students. It improves speaking ability of the students. And they also can communicate with other people directly.

2. Theoretically

The result of this research is used to support the previous theory in teaching learning English.

### **1.5 Scope of the Research**

This research used time series design. This research deals with improving students' speaking ability through role play technique conducted at SMK Negeri 1 Bandar Lampung. The sample of this research was the students of class X secretary 2.

The material of the teaching learning was ordering menu, asking someone, and asking something in short conversation at public places, such as, at restaurant, at office, and at bus station. The material was chosen because SMK focused on its skill aspects needed as secretary. The material was taken from the student's textbook which was relevant to School Based Curriculum. The score of the test was based on three aspects; they are pronunciation, fluency, and comprehensibility.

### **1.6 Definition of Term**

In order to make the same perceptions dealing with the research, the researcher lists the terms which important to know:

#### **Speaking**

Speaking is oral communication that happen at least two people, speaker and listener that used to delivery or express their idea, message, information or opinion.

#### **Role Play**

Role play is one of the types of drama activities that not only can help the students to speak up but also create the confidently the students activity by acting someone in certain situation.