I. INTRODUCTION

A. Background of the Problem

Speaking skill is one of the skills that the students must master. It has very important role because based on the School Based Curriculum (KTSP) and the objective of Indonesian High School Curriculum for 1st year in teaching speaking, students are expected to be able to express the contextual meaning in relation to oral interpersonal and transactional dialogue. It means students should be able to understand and do oral communication accurately and fluently by using some simple expressions used in a short conversation in English, like giving instruction, accepting and offering an invitation, expression of like and dislike, making and canceling appointment, et cetera.

The speaking skill is measured in terms of the ability to carry out conversations in the language. This requirement should be fulfilled through speaking ability that should be mastered by students. However, based on the researcher's interview with the English teacher of SMA Negeri 8 it is found out that most students of SMA Negeri 8 Bandar Lampung at the first year of 2009-2010 could not achieve the curriculum target because of their low

speaking ability. Most of the students do not pass the standard score of speaking in English (KKM- that is 65). Besides, they still cannot communicate in English by using some expressions used in a short conversation like accepting and refusing invitation, giving instruction, making and canceling appointment.

Considering the fact in the school the researcher is interested to carry out a classroom action research to improve the condition. In addition, there is no classroom action research in English lesson has been conducted in this school. The same problem also happened in school where the researcher did her Field Practice Program (PPL) at SMP N 14 Bandar Lampung from February up to April 2009. The first grade students at that school had low ability in speaking, most of them could not do oral production like using and making simple expression/dialogue in English and students' dialogues were lack of good pronunciation, fluency and comprehension. They were not actively involved in the learning process. This deeply-rooted problem is reflected by the students' low ability in speaking.

Meanwhile, the fact above is also supported by the result of the pre observation done by the researcher in August at the first semester of class X.2. The teacher gave the researcher the scores of students' speaking result that showed unsatisfactory result because most students of class X.2 could not pass the target of the school's standard indicator that is 65. Only 17 out of 32 students who pass the standard score and the students' average score of class X.2 is 64.06 (see Apendix 2). Besides, on the pre observation, the English

teacher also asked her students to make an expression about like and dislike in front of the class. This material was asked because it had been learnt when they were in junior high school, so the students should be able to do the task that the teacher asked. But based on the observation, there are only few students (about 10 of 32 students) who could make it in English. It means that the students' dialogue performance and score showed that their skill needs to be improved.

From the pre observation in class X.2 of SMA N 8 Bandar Lampung the researcher assumes that one of the causes of that problem is the inappropriateness of teaching technique used by the teacher in transferring the material to the students especially in teaching speaking in class. During the teaching learning process the teacher uses traditional technique. He began and conducted the lesson by giving the formula of sentence for about twenty minutes and then she asked the students to memorize the formula and did the tasks from English textbook. The teacher only focuses on the grammar or the formula of the sentence. Actually in learning English the emphasis is not only on linguistic competence of the language learners but also on the development of their communicative ability. In order to develop the learners' communicative ability, the teacher needs to create a scenario to teach the target language in an active and interesting way.

Besides, during the teaching learning process most of the students tended to reluctant to speak in English and tended to keep silent. When speaking they were asked to perform their speaking task in front of the class, only the active

students produced a good dialogue to communicate in English. Students' dialogues were lack of good pronunciation, fluency and comprehension. Students' pronunciation was not clear. It could be seen from the sound, stress and intonation they produced. Hedge (2000) states that many teachers would say that pronunciation are one of the most difficult areas for students. However, their obvious weakness is mostly not well motivated, and lack of vocabulary, they still meet some difficulties in practicing what have been taught to them. As the result they were unenthusiastic, for example, when the teacher begins a lesson and asks them about their hobbies, only a few students are able to answer it fluently (Wafiah, 2003 :1).

Taking a look at the description of the problem of the first grade students of SMA N 8 Bandar Lampung, it seems necessary to take an action by using appropriate technique which gives opportunities and trigger the students to practice their English in the classroom. So, the researcher along with the English Teacher of that school carried out a classroom action research in which the role-play was implemented to improve students' speaking ability.

A classroom action research that had been done is a way for the instructor in this case the English teacher to discover what works best in her own classroom situation, thus allowing informed decisions about teaching (Mettetal, 2003). There have been some Classroom Action Researches on speaking which have proved that techniques, such as drama, Role-Play and Imagination activity can improve the students' speaking ability. One of the researcher is Dwi Ratih Agustina (2009). She conducted CAR on speaking

using Imagination Activity and her research proved that the imagination activity improve the students' speaking ability.

Considering the statement above the researcher implemented role play in improving students' speaking on her research since a number of advantages have been claimed for role-play as a fluency activity if it is performed in pairs or groups rather than one group acting in front of the class. Besides, there are the theories and studies concerning the important role of role play in teaching speaking to students.

Harmer (1998) states that many teachers have found that quiet students speak more freely when they are playing a role. In addition to these reasons, students will have chance to rehearse their English in a safe environment. It can create real situations and students can benefit from the practice. By applying the Role-play teaching learning process of speaking will improve the students in speaking achievement. So, it may make the students more active in speaking activity and they are encouraged to speak English. In addition, study done by Maya Afrayanti (2008) stated that role-play technique can improve students' speaking ability from 20 % to 72.5%, it means the improvement is about 52.5%.

Besides, the researcher considered implementing classroom action research at the classroom by using role play to improve their speaking skill. The researcher chose role-play as a technique to improve the students' speaking skill. Role-play activities, which range from telling a story to acting out a specific situation, have been a significant breakthrough in language teaching

(Robinson, 1981). It also provides the opportunity for students to develop and revise their understanding and perspective by exploring thoughts and feeling of characters in given situation. This means that role-play is an enjoyable task for students; it creates the students to speak more in doing the activities. So Role-play can motivate students to speak.

Considering the statement above, hopefully, this Classroom Action Research with implementing role-play as a technique in teaching speaking can bring the improvement not only on the students ability in speaking but also on students' learning activities and the teacher's teaching performance in the classroom.

B. Formulation of the Problems

Based on the background discussed above, the researcher underlines the problems as follow:

1. Is there any improvement in students' speaking ability after the application of Role Play in terms of pronunciation, fluency and comprehensibility in the first year of SMAN 8 Bandar Lampung ?

2. Is there any improvement in the students' learning activities after the application of Role Play in the speaking class?

3. Is there any improvement in the teacher's teaching performance after implementing Role play technique in the speaking class?

C. Objectives

The objectives of the research are:

1. To find out if Role-Play can improve students' speaking ability in terms of pronunciation, fluency and comprehensibility in the first year of SMAN 8 Bandar Lampung.

2. To find out whether the students' learning activities improved after implementing Role play technique in the speaking class.

3. To find out whether the teacher's teaching performance improved after implementing Role play technique in the speaking class.

D. Uses of the Research

The research will address the uses of this action research as follows:

1. Practically

   a. The teacher

      Hopefully through this research, the teacher can use role play to improve his teaching performance, especially in teaching speaking.

   b. The students

      The implementation give in the classroom action research can improve the students' ability in speaking and also improve their learning activities during the teaching and learning process.

   c. The school

Through this action research, the result can be used to the school to implement role play for all classes of students so as to improve their speaking ability.

2. Theoretically

Hopefully, the result of this Classroom action research will support the theory about the implementation of Role Play in improving students' speaking ability and learning activities in class.

E. Scope

The classroom action research was conducted at SMAN 8 Bandar Lampung and the subject of this researcher was students of class X.2 of SMAN 8. This was the class that have low ability in speaking and the class where the researcher also did pre observation at 1st semester.

The researcher applied Role-Play as a technique in her teaching and learning process to improve students' speaking ability and teacher's teaching performance. The material of the teaching learning was about understanding and using transactional dialogue that was some expressions used in a short conversation. The material was about invitation which covered making, accepting and refusing invitation in a conversation. This material was chosen because the students have studied some expression of functions. It is taken from the students' textbooks which were relevant to School-Based Curriculum. Therefore, the score was based on three aspects to be tested that were pronunciation, fluency and comprehensibility.

In this research, the researcher held two cycles, because in the second cycle the indicators of the research have been achieved. The first cycle was based on the problems of the research then second cycle was done based on the result of the analysis and reflection of the first cycle.

This research is focus on improving students' ability in speaking. But, the researcher also observed students' activities when the teaching learning process was being implemented and also teacher's teaching performance when he was implementing role play. The researcher observed these aspects because this classroom action research that implements role play hoped can improve those three aspects.