

I. INTRODUCTION

1.1 Background of the Problem

It is known that English is an International language. English is used in scientific field, new invention, pharmaceutical, medical, etc. As a developing country, Indonesia really needs English because Indonesian government is trying to improve all aspects which are usually faced by all developing countries. One of those aspects is education, which is essential.

In Indonesia, English is learnt and taught from Elementary, Junior High School, Senior High School even at the University. English means something important for the students to be taught at school based on situation and condition of the object area. However, there are some problems that faced by the students especially in English. It is realized that most of the students who passed from Senior High School still cannot speak English in the target. Therefore, it proves that English is really a difficult subject for the students. There are four skills in learning English, they are listening, speaking, reading, and writing. Speaking is very important in the skill, because speaking and human being cannot be separated from each other. Speaking is used to express their ideas and to communicate to the people in civilized world. That is why speaking is important. However, the students of Senior High School still get hard to be a good speaker.

In fact that the students' learning in the class is still not satisfying yet although they have learnt it since Elementary, it could be seen from the writer's experience when conducting PPL in MA 9 MA'ARIF Kota Gajah Lampung Tengah from July until September in 2012 and many students could not speak English in appropriate way. They also felt uncomfortable in using English because of their lack of practices and also did not use the language as a habit for the need. For instance; they rather had a written test than an oral test.

As the fact above, the students of Senior High School still have difficulties in their speaking ability particularly in English. The facts that the writer's problems from experience in teaching; First, the students feel ashamed and afraid to speak English, so they never practice English subject as the second language for the habit. They use target language as the formality and they always use mother tongue in the classroom. In the classroom, the students think that English subject is not important for them, because they think English is not used in common. They just consider that English as the target not for their skill. After studying English they also did not aware that English is an international language which will be used continually. As the students of Senior High School, they should understand and aware that English subject is really important subject, especially for the speaking as the skill. Second, for the teacher, they have to use variety of teaching such as visual aids. The teacher has to motivate the students to learn English in the class, and create the method of teaching. So the students will feel relaxed, and freely in using English in the classroom. The teacher actually did not understand the students, what students need, what the students want. The teacher must make affords to understand the material well. As the example, when a

teacher teaches English in the classroom and the students do not understand the subject, the teacher should not continue teaching. He or she has to take a part to enjoy the teaching, by guessing about something or any other activities in learning English.

In general, the students of MA 9 MA'ARIF Kota Gajah Lampung Tengah were still poor in English. When the writer conducted teaching learning in that school, the students were difficult in expressing their ideas in English. For example when the teacher talked about something, there were students who wanted to respond the teacher's statement, but they still got restrictiveness in the vocabulary, fluency, pronunciation and grammar. Therefore, the writer was interested in exploring Role Play to increase students' speaking English.

For the purpose of the research, the writer would like to apply Role Play in teaching speaking at SMK PGRI 1 Kota Agung, Tanggamus, because it can bring the students to the real situation and get the knowledge without realized. Role Play is the activity that played by a group or few persons in getting fun. Teaching classroom using Role Play is the activities which make the students enjoy in learning to get the knowledge of the subject. There are some benefits in teaching speaking by using Role Play, especially because enjoyable and motivating.

However, for this activity the participants normally discuss a problem of some kind with some setting that has been defined for them. They have a strong appeal to Senior High School students. In addition Lee (1984:1) says, "It is now generally accepted that language teaching not merely can be boring but should be enjoyable". In this research, the writer used Role Play in the process of teaching

class. Role Play is drama activity that plays by the persons in order to get fun. Shelley Vernon (2007) defined role as the person whom an actor represents in a film or play, while Role Play is a method of acting out particular ways of behaving or pretending to be other people who deal with new situations. It is used in training courses language learning and psychotherapy. In this case, Ladousse (2002) illustrated that when students assume that Role Play is playing a part (either their own or somebody else's) in specific situation in a safe environment in which students can be as inventive and playful as possible.

Concerning with Role Play Method, Hisyam, Bermawy, and Sekar (2002:92) states that Role Play is the learning activity which is planned to reach the goals of specific education based from daily expression. In the other source, offers a viewpoint that "Role Play is a method for exploring the issues involved in complex social situations. It may be used for the training of professionals or in a classroom for the understanding of literature, history, and even science", (Blatner, 2002). Therefore, the Role Play method that the strategy or method like a daily conversation or drama will help teacher gets the goals of teaching learning and help students to practice their lesson with enjoyable and attractive.

The writer though that Role Play was important for teaching English in the class. However, Role Play was relaxed among the students and also increased students in learning. Another reason was by using Role Play, the students never fell ashamed or shy. They were still in the process of learning; the students got the knowledge without realized.

Based on the background above, the writer considered that to encourage the students' speaking ability in expressing their ideas and opinion in English, the teacher should use a technique. The technique that is possible to be used is Role Play which helps the students to practice speaking playfully. The process of teaching speaking through Role Play increased students' achievement in speaking significantly.

1.2. Formulation of Problem

Based on the problem above, the writer formulated the problem as follow:

1. Is there any significant increase of students' speaking ability after being taught by using Role Play at the second grade of SMK PGRI 1 Kota Agung Tanggamus, Lampung?
2. Which aspects of speaking will be increased after being taught by using Role Play at the second grade of SMK PGRI 1 Kota Agung Tanggamus, Lampung?

1.3. Objectives of the Research

Objective of the research was to find out whether any significant increase of students speaking ability after being taught by using Role Play at the second grade of SMK PGRI 1 Kota Agung Tanggamus, Lampung.

1.4. Uses of the Research

The uses of the research are:

1. Theoretically, this result of this research is expected to support the previous theories that Role Play can be used to increase students' speaking achievement and learning activities in the class.
2. Practically, this research can be made as information to English teacher that Role Play can be used to increase students' speaking ability and teachers' performance, especially in teaching speaking.

1.5. Scope of the Research

This research was about implementation of Role Play. This research was conducted at SMK PGRI 1 Kota Agung Taggamus, Lampung and the object of this research was the second grade of Senior High School. The writer focused on the implementation of Role Play to increase speaking ability. In this research, the writer used one class, which consists of 33 students, and the material was taken from the book of Senior High School. The writer chose one class as an experimental class. This research was held for five times, two times for pretest and posttest and the last three meeting for the treatments. The treatments took 3 meetings. The focus of the research was on the implementation of Role Play. The materials were based on the students' handbook. The writer applied Role Play technique in teaching speaking and focused on the aspects of grammar, vocabulary, fluency, comprehension, and pronunciation.

1.6 Definition of Terms

The writer included some definition of terms to support the readers in understanding this script easily as follow:

1. Teaching is the action to organize something which has contact with learning, so created the situation than can motivate the students to study effectively.
2. Speaking is an interactive process of constructing meaning that involves producing, reserving, and processing information.
3. Language Learning is how to teach and learning a language as a second language.
4. Role Play is a method of acting out particular ways of behaving or pretending to be other people who deal with certain situations.