

# **CHAPTER I**

## **INTRODUCTION**

In this chapter, the researcher presents the reason why the researcher is interested to choose this title. This chapter is divided into several parts, they are research background, research problem, research objective, research significance and definition of key terms.

### **A. Research Background**

In Indonesia, English is learned as a foreign language, it is taught in schools, one of the main subjects taught formally from primary up to university. Learning a language is actually learning to develop communication ability by using that language or in speaking properly. Every language teaching activity consists of four aspects, namely listening, speaking, reading and writing. It is mentioned in English curriculum.

Teaching English in Indonesia is to develop students' speaking ability in listening, speaking, reading and writing. The language skills are developed in order to perform a successful communication. However, speaking is the one complicated language skill of communication ability, because this activity does not stand alone, as it involves various aspects not only pronunciation but also grammatical aspect. Based on the researcher's experience when conducted practice teaching in learning speaking skill, the students often find some problems. They are the students have lack of

confidence and bashful because they do not have any chance to practice orally in a big class, teacher used techniques monotonously such as reading aloud without practice speaking, so the classroom is not conducive in conversation class, in fact the students have lack of vocabulary and really difficult to memorize some new vocabularies.

SMK Al-Azhar Samarinda uses KTSP (The School Based Curriculum) because this school has not got the guidance for using 2013 curriculum. In this curriculum, the aim of English teaching in Indonesia especially in teaching English to senior high school is to enable students to have the ability in developing communicative competence in both oral and written form. In achieving functional literacy level, to the awareness about the essence and the importance of English in increasing competition in global community and the last is developing the students' comprehension about the connection between language and culture.<sup>1</sup> It can be concluded that senior high school students are asked to develop the communicative competence both in spoken and written form in order to compete in the globalization era.

Many techniques for teaching speaking can be applied such as scaffolding, reading aloud, and role play, however role play seems more effective because it encourages the students an opportunity to practice communicating in real-life spoken language.<sup>2</sup> Role play is important in teaching speaking because it gives students an opportunity to practice

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<sup>1</sup> Pusat Kurikulum, Balitbang Depdiknas, Standar Kompetensi Mata Pelajaran Bahasa Inggris SMA, (Jakarta, 2003), p.5.

<sup>2</sup> Penny Ur, A Course in Language Teaching, (Cambridge: Cambridge University Press, 1996), p.30-p.133

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 for a while. According to Donough, based on his observation in the conversation class, the role play would seem to be the ideal activity in which students could use their English creatively and it aims to stimulate a conversation situation in which students might find themselves and give them an opportunity to practice and develop their communication skill.<sup>3</sup> From statement above, role play is an ideal technique to teach speaking that can help students to improve their speaking ability by practicing speaking in real situation. Therefore, the researcher is interested in analyzing the use of role play in teaching speaking for the students of SMK Al-Azhar Samarinda. The researcher also wants to improve students' speaking score and students' speaking ability by using role play technique.

Based on the preliminary study was conducted in the eleventh grade of SMK Al-Azhar Samarinda, the students still have difficulties in their speaking skill. The researcher found some problems during the teaching and learning of speaking process. Many of the students felt unconfident to speak in front of class and they do not really know how to speak well. The teacher still focuses on the old learning model such as Grammar Translation, which the students just read the instruction in the book and they speak based on the book. It makes speaking uninteresting and got less attention from the students. In the eleventh grade students of SMK Al-Azhar, the standard

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<sup>3</sup> Jo MC. Donough and Christoper Shaw, *Material and Method in ELT: Applied Language Studies*,(Cambridge : Blackwell, 1993), p. 188

score from the teacher or criteria for minimum completion (*KKM*) is 75. Meanwhile when they were studying speaking, from 8 students, there were 79% or 11 students who got score under 75 and there were 21% or 3 students who got score above criteria for minimum completion. The criteria of success of this research are the students' speaking ability using role play improve if 75% of students get score test 75.

Based on the description above, the researcher is interested in conducting a research on "Improving Students' Speaking Ability by Using Role Play" (A Classroom Action Research Conducted in SMK AL-Azhar Samarinda at the Eleventh Grade in 2016/2017 Year).

## **B. Research Problem**

Based on the background above, the problem of research can be stated as follows:

"How does Role Play improve students' speaking ability at the eleventh grade of SMK Al-Azhar Samarinda?"

## **C. Research Objective**

The objective of research is to improve student's speaking ability at the eleventh Grade of SMK Al-Azhar Samarinda by using role play.

#### **D. Research Significances**

The result of this research can be used by the students, teacher, and readers to following purposes:

- a. For the students, the process of research can be useful for the students to improve their speaking and develop their study in order to be successful.
- b. For English teacher or tutors, it can be used as a reference to teach speaking to the students in the class by using role play technique.
- c. For reader, it can be used as a reference in writing thesis especially to students of English Department who want to conduct and developed the same research.

#### **E. Scope and Limitation of The Research**

In order to make this research focus, it is important to scope and limit the research as follows:

##### 1. Scope:

- a. The researcher wants to improve speaking ability.
- b. This research can be generalize to other students in SMK Al-Azhar Samarinda
- c. This research conduct in marketing department at the eleventh grade of SMK Al-Azhar Samarinda.

##### 2. Limitation:

- a. The object of this research is only using role play technique to improve speaking ability.

- b. The subject of this research is eleventh grade students of SMK Al-Azhar Samarinda in academic year 2016/2017

## **F. Definition of Key Terms**

In order to avoid misunderstanding, the researcher makes definitions of each key term based on the title, as follows:

1. Improving is act of enhancing or making better students' ability in speaking by using role play in SMK AL-Azhar.
2. Speaking skill in this research is the skill that gives students the ability to express their thoughts and communicate effectively.
3. Role play is a teaching technique by taking a role of an existing character in a dialogue conversation and action in a conversation practice by dividing students in pairs that used in teaching learning process of speaking skill in SMK Al-Azhar.
4. English speaking is one of English skills that taught in SMK Al-Azhar especially in English subject.