CHAPTER I

INDTRODUCTION

A. Background of the Research

English is one of the international languages which are taught in the school in Indonesia. Yet, the students' performance in English is lower than their performance in most other subject areas. There are many complaints about the quality of English teaching at school. Most of the graduates are not able to apply the skills of language; namely, listening, speaking, reading, and writing even at the simplest level. This is believed to be the result of teaching only the forms of the language without opportunities for students to apply these forms to communicate in various social situations. The absence of natural environment for applying the form of language is another obstacle in learning second language.

Learning a language other than the native language in one's own country is very unlike the acquisition of a first language. The major differences are that the foreign language cannot be used daily. This often results in a lack of motivation because the environmental support is very rare. A lack of motivation leads to unsuccessful teaching and learning.

That statement is true because motivation is one aspect of learning. Darminah (2006: 12) says that most of Indonesian students lack of the motivation to learn English intensively. According to Krashen (in Darminah, 2006: 12) motivation in foreign language learning is an important force which

determines the learner's effort in achieving the objective. Performers with certain types of motivation and with good self-image, usually do better in second language acquisition.

In relation with the low motivation of students in learning English, it is the role of the teacher to motivate the students, because as a teacher one also plays role as a motivator for students. Teachers should motivate students using any motivation instruments like reward and punishment. That extrinsic motivation is necessary to get the learner to initiate certain actions or to get the learning process started. Sprinthall *et al.* (1998: 553) say that by motivating students to learn using extrinsic motivation, the sometimes fragile process of learning is better nourished and sustained by intrinsic motives. By doing so, the teacher has played his role as motivator in the teaching and learning process.

Teaching is guiding and facilitating learning enabling the learner to learn, setting the condition for learning (Brown, 1994: 7). Brown also says that teaching is showing or giving instruction, guiding in the study of something, providing with knowledge and causing to know or understand. The statements above can be concluded that teaching is the activity of the teacher that stimulates children to learn.

From the definitions of many experts above, in order to catch the goal of teaching, the students must be active in the process of learning and the teacher has an important role to do something to raise the students' motivation to learn and solve the problems by interesting technique of teaching.

Motivation is one important aspect that influences the teaching-learning process. Motivation affects students' mastery of subject matters they have taken. Learning motivation is an inner force of the students which functions to support him in learning the subject matter so that his objective can be achieved. It means that if a teacher is able to arouse the students' language learning motivation the objective of the teaching-learning process will be achieved successfully. One excellent means of increasing interest in a subject is to use games or simulation. A simulation or role-play is an exercise in which students take on roles and engage in activities appropriate to those roles. Simulation or role-play help the students experience natural environment in English communication.

Some psychologist research found that simulation method can increase learning motivation (Dukes & Seidner in Darminah, 2006: 16). The result of the research is encouraged by the facts that simulation or role-play is related to fun environment. Students usually like playing. They understand and retain the meaning better when they have seen some object associated with them. Unfortunately, the role-play method has not been implemented by teachers in *SMP N 1 Kartasura*.

Based on the interview with some English teachers in *SMPN 1 Kartasura*, it is known that they rarely use role-play method in teaching English, either in the first, second or third grade class. They stated that role-play method needs many preparations. The implementation of role-play in English learning process needs many requirements which have to be fulfilled

by teachers. Before implementing the role-play method, teacher should prepare the story or the scenario, decide the actor, explain the scenario, the place and the story, and the rule of the games.

Those preparations require more times and teacher's competence. Not all of teachers are able to make scenario and the rule. Many teachers are reluctant to use role-play method, not just because the long time preparation, but because the implementation of role play method also needs students cooperation.

Sometimes, students are reluctant to learn English. They are passive students. They are reluctant to engage in such activity. If the students are passive, the activity will be no longer productive. Only small group of students usually react to role-play method. The larger group of students looked uninterested with the play, and do not take a part in the play.

Based on that situation, there are many factors related to the implementation of role-play in the English teaching. Some factors encourage the teaching and some factors inhibit the teaching. Finding those factors will enable the teachers to use role-play method maximally to increase the motivation of students in learning English. Teachers will be able to minimize the bad factors and maximize the good one.

B. Problem Statements

Based on the background of the research above, the problems are formulated as follows:

1. How is the effectiveness of role-play in motivating students in *SMP N 1 Kartasura* to study English?

2. What are the problems faced by teacher in applying role-play for motivating students in *SMP N 1 Kartasura* in learning English?

3. What are the problems faced by students in *SMP N 1 Kartasura* in learning process by role-play method?

C. Objective of the Study

The objectives of the research are as follow:

1. Describe the effectiveness of role-play technique in motivating *students in SMP N 1 Kartasura* in learning English.

2. Classify the problems faced by teacher in applying role-play technique for motivating students in *SMP N 1 Kartasura* in learning English.

3. Classify the problems faced by students in learning English.

D. Limitation of Problem

After identifying some problems, it is necessary to limit this research. It will focus on the employment of the role-play to motivate the first year students in *SMP N 1 Kartasura* in learning English.

E. Benefits of Study

The result of the research hopefully will be beneficial both theoretically and practically.

1. Theoretical :

The result of the research can be taken as contribution for better teaching.

2. Practical :

   1. For teachers: the result of the research can be taken as input or reference about teaching strategy. The teacher may use role-play method in teaching English.

   2. For researcher, the result of the research can be taken as reference for further research about teaching English.