

CHAPTER I

INTRODUCTION

A. Background of the Study

As every body knows, that speaking skill is an important aspect to acquire when learning a second or foreign language and the success of learning the language is measured from the performance of learners to speak the language learned. However, most of people learning a language have a goal to be able speak and they can communicate. Clark & Clark (1977: 3) states that the nature of language is a principle means for communication among human beings. Noticing the process of communication, it is assumed that two main activities occur with it, namely speaking and listening

In fact, the teachers always have some problems in teaching speaking. One of the problems faced by the teachers in teaching speaking is the students would not talk or say anything. The students feel ashamed to present in front of the class with the other students, it can be seen most of them be silent and they do not practicing in English speaking. So, Its become the problem of the teachers to teach the students to speak in the classroom activities. The other problems is monitoring of the students speech. In monitoring the students speech, the teacher have problems such as the teacher difficult catching the students error in speaking class. It is imposible to the teacher to catch the entire students speech because most all of the students speak loudly or make crowded. Then, the teacher can not make out feed back what they are the error in speak or the students mumbling or speak softly makes difficult to catch their use of language. So, the teacher is

difficult to give them language correction that what the students said. Besides that, the teacher can not hear all of the students have error language.

Based on the explanation above, the English teachers have the responsibility to improve student's English skills, so the teachers are demanded to have teaching method in order to solve the problems faced by the students in English learning. There are various methods in teaching speaking. Among others are Communicative Language Teaching (CLT), Naturalistic Study, and Contextual Teaching and learning (CTL), and Collaborative Learning Model.

According to Harmer (1998:95) teaching speaking is mainly for inviting the students to produce the languages despite on the simple statement in elementary school is not easy. It is caused by, first, the lack of student's vocabulary mastery. Second, they feel worried if they make mistake when they produce oral passages of English. Third, they have less motivation to produce languages despite on the simple statement of English. Fourth, the students are confused about the differences between spelling, and pronunciation of English.

The English teacher in SDN 01 Karangturi-Lasem also has the same problems in teaching speaking. There are many all of the students have low speaking ability. Because, the English teacher does not implement the appropriate technique in teaching speaking. Besides that low of the students ability also caused by some factors. Those are first: the students have limited vocabulary. The students stuck speaking when they do not know the meaning of English word. They uses wrong diction in the conversation. Second, lack of the students grammar mastery. Constructing and combining sentences are important to be learned by the students to produce sentence orally. It concerns with how to

arrange a correct sentence in expressing word and conversation. They do not understand well about the grammar. They are not sure to speak English. The last factors is about Pronunciation. They are difficult to pronounce certain words. They are not confident to speak, because English pronunciation is strange to their tongue since they are accustomed to speak Indonesian

Mostly of the teaching method before the past few decades, found the teacher tend to carry out the teaching process in the classroom by applying traditional and monolingual principle ways of teaching with unsatisfactory. This shows that the English teachers need enrichments with appropriate ways of teaching atmosphere and why in teaching learning English as the second language by applying and modified. In order that the result of the teaching English learning process would contribute more input to reach satisfied than learning outcome. English is most widely used in teaching learning process of broader Educational occasions either formal or informal environment. It is reasonable that English is an program as the first foreign or second language in many countries on this earth, furthermore in present global era.

In central java, the English program begins the fourth years especially in the SDN 01 Karangturi-Lasem the government wants gives to the students to learn their native and national languages. The English teacher to the elementary school is not simple job. The teacher must to knows that situation in the school of classroom. Because, English is taught in the elementary is a child a language during critical period, which last from birth to puberty. It is more difficulty to learn a second of foreign languages after the critical period. Children at

elementary schools age are in the critical periods (Littlewood, 1984:65) in Astuti (2005:1). So, at the elementary school of students are good at language learning 7-11 years old is the important period for learning. So, whatever is given to children is very imperative (Sudono (1999:9) in Astuti (2005:1). According to the 2006 English Curriculum and its supplement, the emphasis of the curriculum is that the students are able to communicate in English by mastering the whole skills. However, it is not easy to master all skills; there must be one important skill that covers the whole skills. Based on the statement above speaking is the most important skill that should be mastered by students in order to communicate in English fluently.

To improve the students speaking ability has many methods can be implemented. One of them is role-play. Tompkins (1990: 11) states that role play or simulation is an extremely valuable method for language learning. It encourages thinking and creativity to the students by practicing in English language learning and behavioral skills in a relatively non-threatening setting, then the students can create the motivation and involvement necessary for learning to occur. Moreover Scracella and Crookall (1990:102) state that reviews research shows that how simulation facilitates second language acquisition. Those are discussed that learners acquire language as follows: (1) They are exposed to large quantities of comprehensive input, (2) they have positive affect (desire, feeling and attitudes) and the last (3) they are active involved. However young learners are Kaplan (1997:11) states that the role-plays that focus solely on prescriptive themes emphasizing specific fields of

vocabulary, all of them do not capture the spontaneous and real-life flow of conversation. The teacher only defines the general structure of the role play, but generally does not actively participate once the structure is set, and the last Jones (1982:32) states that, “the teacher becomes the Controller, and controls the event in the same way as a traffic controller, helping the flow of traffic and avoiding bottlenecks, but not telling individuals which way to go.”(In website [http://www.tompkin-role_playing_simulation_\(TSEL-J\).org/journal_vol_IV/role_play-simulation-journal_itself.org](http://www.tompkin-role_playing_simulation_(TSEL-J).org/journal_vol_IV/role_play-simulation-journal_itself.org))

There are two reasons why the writer chooses the Role play to develop the speaking skills as the strategy to teach children or young learner in SDN 01 Karangturi-Lasem. Those are first: the role play is an interesting one to motivating to the student to reproduce speaking, Second: the role play is simulation make student creativity in teaching speaking then to create a good relationship to their friend, and very exciting to see the students take ownership of a role -play.

Based on the background above, the research is interested in IMPROVING STUDENTS SPEAKING ABILITY BY USING ROLE-PLAY (A CLASSROOM ACTION RESEARCH AT THE SIXTH GRADE OF SDN 01 KARANGTURI-LASEM).

B. Previous Study

In this research, the write presents some researches to previous study. The first researcher was conducted by Eko Sugiyanto (2004) who studied the teaching

speaking. He describes the Improving Student's Speaking Ability In expressing Agreement and Disagreement Act by Using Question and Answer technique in SDN Growong Kidul Juwana-Pati 2007. The first he analyses the method of Classroom Action Research. Second, he focused on the student's difficulty in improving their act ability of Agreement and disagreement expression and the effectiveness of question and Answer technique in improving student's act abilities in expressing and disagreement

The second research was done by Erina Puji Setyowati (2008). He conducted a research entitled "Improving Speaking Competence Through Simulation for the First Year Students of SMP N 2 Sukoharjo". She describes the implementation of teaching speaking by using simulation technique. She concludes that the teaching speaking through simulation can make the students able to achieve a good result.

The similarities of this research with the previous researcher are first: this research is done in the speaking class. Second, the method of this is descriptive qualitative. The difference of this research with the previous researches is the object of this research is SDN 01 Karangturi-Lasem and it focusses on improving speaking ability by using role-play technique.

C. Problem Statement

Based on the background of the study, the research states the problem as follows:

1. How is implementation of role play technique on teaching speaking to the sixth grade student at elementary school of SDN 01 Karangturi-Lasem?

2. How is the effectiveness of the role play technique on teaching speaking to the sixth grade student at elementary school of SDN 01 Karangturi-Lasem?
3. What are the strengths and the weakness of the role play technique on teaching speaking to the sixth grade student at elementary school of SDN 01 Karangturi-Lasem?

D. Limitation of the Study

This research has broader scope and it is imposible for the researcher to handle all problems. Therefore, the researcher limits the scope of the study. The reseacher just wants to know whether role-play can improve the students speaking ability in SDN 01 Karanguri-Lasem in 2009/2010

E. Objective of the Study

The Objectives of the study are as follows:

1. To describe the implementation of role play technique on teaching speaking to the sixth grade student at elementary school of SDN 01 Karangturi-Lasem (classroom action research).
2. To describe the effectiveness using role play technique on teaching speaking to the sixth grade student at elementary school of SDN 01 Karangturi-Lasem (classroom action research).
3. To describe the strength and the weaknesses of the role play technique on teaching speaking to the sixth grade student at elementary school of SDN 01 Karangturi-Lasem (classroom action research).

F. Benefit of the Study

In this study, the researcher expect that the research paper have benefits both practical and theoretical.

1. Practical benefit

- a. The result of the research paper can be used as input in English teaching learning process in elementary of school especially for teaching speaking by using role-play
- b. The result of the research paper can be used as the reference for those who want to conduct a research in English teaching learning process.

2. Theoretical benefit

- a. The finding of this research can enrich the theory of teaching English speaking to the elementary school of students.
- b. b.The reader will get a large knowledge about teaching speaking using role-play.

G. Research Paper Organization

The arrangement of this is divided into five chapters;

Chapter I is Introduction, which consists of Background of the Study, Previous of Study, Research problem, Limitation of the study, Object of the study, and Organization of the research paper

Chapter II is Underlying theory; it covers Definition of Teaching Speaking, Notion of Speaking, Notion of Teaching Speaking, Method of Teaching Speaking, Problem in Speaking Skill, Definition of Role play, Type and

Procedure in using Role Play, The Technique of English Teaching, The Curriculum of Teaching, theoretical hypothesis, action hypothesis and performance indicator

Chapter III is Research Method. It consist of the type of research, action procedure, source data, subject and object research, Technique of collecting data, and technique for analyzing data.

Chapter IV is Result of the research and Discussion

Chapter V is conclusion and suggestion