

CHAPTER I

INTRODUCTION

A. Background of the Study

The language has many functions, Srijono (2006: 7) states that the language function is used for expressing and receiving some information, communication, persuasion, negotiation, and for socialization. We usually use language into two ways, verbal language and nonverbal language. It is so very important to communicate because the two components help us to speak up very well. Nonverbal language supports verbal language, it makes someone who listen our speech easier to understand. For example when we see someone who feels happy, in nonverbal language, we can see that their face will smile happily, clap their hand, jump, and in verbal language, they shout hore.

The language production can be created naturally. The human can study language because everyone has Language Acquisition Device (LAD) in their left brain. Its function is to know the concept of language acquisition and universal grammar for the first language acquisition. Chomsky (1988) in Fauziati (2009: 103) states that children begin to listen from their parent, they will unconsciously recognize which kind of language they deal and they will set his grammar to correct one, this is known as setting the parameter. Speech organ and articulatory phonetic also help people to produce the language, for example the ear helps to listen and the mouth uses to speak. From listening, the infants get new

vocabulary, so they will repeat and drill it. The parent and environment help to grow up the child language.

Everyone has a special skill to learn language. In fact, the baby was born in this world can speak with their local language (dialect). They are never shy, nervous, and afraid to make mistakes. Because they need language to communicate each other, without language they have many troubles and it is difficult to imagine.

There are four skills that can be developed in English language. They are speaking, writing, listening and reading skill. And the researcher focuses on speaking because it is very crucial for the student. If the students study on writing, so they will rebuild the wrong sentences but when the students speak, so they do not correct the wrong sentences. So far, the students feel afraid or not self confident because they have many mistakes in their grammar, pronunciation, and diction.

Speaking skill is needed by the students for communication in the target language. It is very important to master speaking well by implementing the experience of learning the language in the real life. To practice the speaking skill is not easy. Because many students get some problems to do it, so the teachers feel difficult to teach speaking too.

There are many problems that occur in teaching speaking. First, the students who feel bored with the teaching speaking process make them difficult to say words and to remember during speaking class. Second, the teacher still uses the traditional technique. Third, the students rarely

practice English language to communicate in the class and outside the class. It makes the students feel really clumsy to speak English in their daily activities. Fourth, the students just remember the speech script when they must speak up in front of the class. And they talk with similar words and sentences on the books. It shows that they don't understand the content and they don't speak spontaneously by their own word. Those problems are faced by students at the tenth year of *SMA N 1 Gemolong* in 2010/2011 academic year.

Based on the phenomena above, the writer tries to find the effective solution to improve the speaking skill of tenth year students of *SMA N 1 Gemolong* by employing Role Play as a technique of teaching speaking, that is a flexible technique, and it can be adapted to nearly every proficiency level. Bailey (2005: 56) states that role plays are also excellent activities for speaking in the relatively safe environment of the classroom. While Newmark (1966) in Fauziati (2008: 122) states that role play is creating a dramatic situation in classroom, or in a part, simply acting out dialogues, but also in part relabelling object and people in the room to prepare for imaginative.

The reason of why this research focuses on the Role Play is that it could give the students new feeling in conversation session. Furthermore, the students feel bored of the similar technique in conversation subject applied by the teacher all the time. That is why the writer conducted a research is entitled, **“Improving Students’ Speaking**

Skill by Using Role Play (an Action Research at the Tenth Year Students of SMA N 1 Gemolong) in 2010/2011 Academic Year”.

B. Problem Statement

In this research, the writer formulates the problems of the study as follows:

1. can Role Play improve the students' speaking skill at the tenth year students of *SMA N 1 Gemolong* in 2010/2011 academic year?.
2. how is the implementation of teaching speaking through Role Play at the tenth year students of *SMA N 1 Gemolong* in 2010/2011 academic year?.
3. how is the improvement got by students in teaching speaking skill by using Role Play?.

C. Objective of the Study

This study aims at:

1. knowing whether or not the Role Play improve speaking skill at the tenth year students of *SMA N 1 Gemolong* in 2010/2011 academic year.
2. describing the implementation of teaching speaking using Role Play at the tenth year students of *SMA N 1 Gemolong* in 2010/2011 academic year.
3. describing the student's speaking improvement after they are taught by using Role Play at the tenth year students of *SMA N 1 Gemolong* in 2010/2011 academic year.

D. Limitation of the Study

To make the problem easy to be discussed deeply, the writer focuses the problems as follows:

1. The population is limited the English teacher and the students at the tenth year of *SMA N 1 Gemolong* in 2010-2011 academic year.
2. The study is only focused on teaching speaking by using Role Play at the tenth year student of *SMA N 1 Gemolong* in 2010-2011 academic year because the teacher noticed the lack of students' motivation to study speaking.
3. The focus of teaching speaking is only a descriptive text.

E. Benefit of the Study

The writer really hopes that this research has some benefits. The benefits can be distinguished into two benefits:

1. Theoretical Benefits
 - a. The finding of this research can enrich the theory of teaching speaking in Senior High School.
 - b. The result of the research can be used as the reference for those who want to conduct an action research in English teaching learning process.
 - c. The result of research can benefit for English teachers in their teaching learning process, especially in teaching speaking.

2. Practical Benefits

a. The Teacher

- 1) The result of research can useful for additional information that can be applied the teacher/s in teaching speaking.
- 2) This study is able to provide the better choice technique for improving students speaking skill in Senior High School.

b. The Student's

- 1) The students can master speaking skills by doing the activities in role play performance
- 2) It can motivate the student to speak.

c. The Other Researcher

For the other researchers, they can use this research paper as the reference for those who want to conduct a research in Classroom Action Research (CAR), especially in improving students' speaking skill.

F. Research Paper Organization

This research paper is divided into five chapters as follows:

Chapter I is introduction. It covers background of the study, problem statement, objective of the study, limitation of the study, benefit of the study, and research paper organization.

Chapter II presents review of related literature which covers previous study, notion of speaking skill, element of speaking skill, teaching speaking skill, role play, and characteristic of the teenager learners.

Chapter III is research method. This chapter deals with the research method covering type of the research, subject of the research, object of the research, data and source of data, action procedure, method of collecting data, and technique for analyzing data.

Chapter IV discusses the research result and discussion. The research result elaborates implementation of teaching speaking by using role play, and students' speaking skill improvement.

Chapter V draws conclusion and suggestion.