COLLABORATIVE LEARNING MODEL IN TEACHING SPEAKING USING ROLE PLAY BASED ON THE SCHOOL LEVEL BASED CURRICULUM TO THE FIRST YEAR STUDENTS OF SMA N 1 SRAGEN IN 2007/2008 ACADEMIC YEAR

RESEARCH PAPER
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by

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CHAPTER I
INTRODUCTION

A. Background of the Study

The choosing of certain method used in class should be suited with the goal of teaching learning process based on the curriculum, as the right method will result the better achievement. Nowadays, curriculum used by most school is *Kurikulum Tingkat Satuan Pendidikan (KTSP)* or School Level Based Curriculum in which the basic language skill are taught and trained intensively based on genres and functional speeches. Genre is a division of particular form of art or utterance according to criteria particular to that form (http://en.wikipedia.org/wiki/genre). Genre is also called as procedures, news item, descriptive, recount. While functional speeches are the utterances produced by the people to show their ideas in communication with the other.

There are many kinds of subjects in teaching learning process; one of the basic language skills is speaking. Speaking English becomes very important in using English for communication. Someone is considered to be competent in language if he or she is clever to scrutinize, read and write in and by using language. Speaking is one of the important and essential skills that people must practice.

By speaking with other, people are able to know what kinds of situation are in the world. People know that language is habit. Language is not only
taught and learnt but it is used as habit. So, people must be able to speak English well because other people identify the English mastery with their English well. The writer can draw conclusion that people who have ability in speaking will be better in receiving information.

Considering the explanation above, English teachers have responsibility as they are demanded to have teaching method in order to solve the problem faced by the students in learning English, like; low vocabulary, feeling shy to speak English, being unconfident, being afraid in making mistakes, etc. There are various methods in teaching speaking. Among others are Communicative Language Teaching (CLT), Naturalistic Study, Contextual Teaching and Learning, and Collaborative Learning Model.

The way of teaching speaking to the first year students of high school is intended to give basic competence in communication in English among the students. But, usually the teacher teaching way seldom includes the students’ participation in the teaching learning process, so the teaching learning process become boring and uninteresting and the students also become passive.

The writer’s reason in choosing SMA N 1 SRAGEN is because SMA N 1 SRAGEN has been applying KTSP (Kurikulum Tingkat Satuan Pendidikan) or the School Level Based Curriculum. The school emphasizes speaking skill as the way of entering language to the students. This is aimed at developing oral skill of the students in learning English. Meanwhile, the writer chooses a collaborative learning model because a teaching model is important thing for
the students in applying the speeches. Collaborative model in teaching speaking can make the students support each other because this method needs relationship in a group. Besides, it makes the students become critical and creative. While the reasons of using collaborative role play is to make the class more interesting and not boring because this method gives opportunity to the students to play the characteristics in front of the class contextually. So, the students have high motivation in learning English.

Based on the background above, the writer is interested in developing a model of teaching speaking using role play based on KTSP (Kurikulum Tingkat Satuan Pendidikan) or School Level Based Curriculum to the first year students of SMA N 1 SRAGEN.

B. Previous Study

In this research, the writer uses some previous studies to guide her research. The first researcher is done by Anik Munjayannah (2004) who conducted a research entitled “The Implementation of Communicative Language Teaching Speaking AT LIA SURAKARTA: An Ethnography Research”. She described the strengths and the weakness of teaching speaking using communicative language teaching.

The second researcher is Sri Munikah (2005) who conducted a research entitled “Teaching Speaking by Using Role Play to the beginners at Isti Bank English Course”. She described the implementation of teaching speaking by
using role play. The method used in her research is descriptive qualitative method.

In this research, although the writer uses the same object namely speaking, the writer uses different method in analyzing the data. The writer describes the effective use, the strength and the weakness of collaborative learning model in teaching speaking using role play based on KTSP (Kurikulum Tingkat Satuan Pendidikan) or the School Level-based Curriculum to the first year students of SMA N 1 SRAGEN.

C. Problem Statement

Based on the background of the study, the research problem focuses on:

1. How is the procedure of collaborative model in teaching speaking using role play based on the School Level Based Curriculum to the first year students of SMA N 1 SRAGEN

2. How is the effectiveness of collaborative learning model in students’ performance in speaking through role play based on the School Level Based Curriculum to the first year students of SMA N 1 SRAGEN

3. What are the strengths and the weaknesses of collaborative learning model in teaching speaking using role play based on the School Level Based Curriculum to the first year students of SMA N 1 SRAGEN.
D. Limitation of the Study

From the discussion in the background of the study and the problem statement, the writer needs to limit the broad problem areas in order to have distinctive focus. In this research, the writer wants to describe the effectiveness of the method seen from the students’ performance, the strength and the weakness of Teaching Model of Speaking using Collaborative Role Play based on KTSP (Kurikulum Tingkat Satuan Pendidikan) or the School Level Based Curriculum to the first year students of SMA N 1 SRAGEN.

E. Objective of the Study

The specific objective of the study is:

1. To describe the procedure of collaborative model in teaching speaking using role play based on the School Level Based Curriculum to the first year students of SMA N 1 SRAGEN.

2. To know the effectiveness of using collaborative learning model in students’ performance in speaking through role play based on KTSP (Kurikulum Tingkat Satuan Pendidikan) or the School Level Based Curriculum to the first year students of SMA N 1 SRAGEN.

3. To know the strengths and the weaknesses of collaborative learning model in teaching speaking using Role Play based on KTSP (Kurikulum Tingkat Satuan Pendidikan) or the School Level Based Curriculum to the first year students of SMA N 1 SRAGEN.
F. Benefit of the Study

1. Theoretical Benefit

The result of the research paper can be used as input in English teaching learning process in Senior High School especially for collaborative learning model in teaching speaking using role play. Besides, this research aims to give contribution to the Senior High School students to enlarge their knowledge of the real situation.

2. Practical Benefit

This research gives contribution to the English teachers where the result of this study can be reference to improve their abilities in teaching English for betterment of their ways of teaching. For the other readers, this research can be guidance whenever to investigate the other elements of collaborative learning model based on KTSP (Kurikulum Tingkat Satuan Pendidikan) or the School Level Based Curriculum.

G. Research Paper Organization

The arrangement of this paper is divided into five chapters.

Chapter I is introduction, which is consist of background of the study, previous study, research problem, limitation of the study, objective of the study, the benefit of the study, and research paper organization.

Chapter II is Underlying Theory. It covers Notion of Speaking, Teaching Speaking, Role Play, Collaborative Model, Components of Assessing
Speking, *KTSP* (Kurikulum Tingkat satuan Pendidikan) or the School Level Based Curriculum, Principles of *KTSP*, and Components of *KTSP*.

Chapter III is the Research Method. It consists of the Place and Time of Research, Type of Research, Subject of the Research, Object of the Research, Research Procedure, Data and Source of Data, Method of Collecting Data, and the Technique of collecting Data.

Chapter IV is Data Analysis and Discussion. In this chapter the writer describes data analysis and the research finding.

Chapter V is Conclusion and Suggestions. It consists of conclusion and suggestion.