A NATURALISTIC STUDY ON TEACHING SPEAKING USING ROLE PLAY

TO THE FIRST SEMESTER STUDENTS OF ENGLISH DEPARTMENT

IN MUHAMMADIYAH UNIVERSITY OF SURAKARTA

RESEARCH PAPER

Submitted as a Partial Fulfillment of the Requirements
for Getting Bachelor Degree of Education
in English Department

by

FAUZIYAH

A. 320 040 225

SCHOOL OF TEACHER TRAINING AND EDUCATION

MUHAMMADIYAH UNIVERSITY OF SURAKARTA

2008

i

CHAPTER I

INTRODUCTION

A. Background of the Study

English is an important language that should be understood by everybody in the world. Therefore, our government compels all students to learn English as an international language. In our educational system, English is taught since the students of elementary school until university in which it has similar aims to making student master English fluency.

In learning English students will be taught about English skill such as reading, writing, listening, and speaking. Speaking seems intuitive the most important skill to master. Its success is measured in terms of the ability to carry out conversation and communication in language speaking in on interactive process of constructing meaning that involves producing, receiving and processing information.

Speaking skill must be mastered by learners. The target in speaking skill is the learner can speak English fluently and interactively. But, in teaching speaking usually the teacher cannot make the student active. The learners only hear what the teacher said. It is very poor for the learners because they cannot apply their ability in teaching learning process. So, it is a challenge for the teacher to find a good technique in teaching speaking in order the learners can active in teaching learning process of speaking.

The 2006 Curriculum is developed based on the theory of Communicative Language Teaching (CLT), which has goal to develop the communicative competence at all situations and condition. There are many teachers agree that students learn to speak in the second language by "interacting". Communicative language teaching and collaborative learning serve best for this goal. Communicative Language Teaching is based on real-life situations that require communication by using this method in classes; student will have the opportunity of communicating each other in the target language. In brief, the teacher should create a classroom environment where students have a real –life communication, authentic activities and meaningful tasks that promote oral language. This can occur when students collaborate in groups to achieve a goal or to complete a task. In CLT, there are many techniques are used in Teaching Speaking; one of the techniques that collaborate in groups is role play.

Fauziati (2002: 127-136) states that there are some techniques that can be used by the teacher to teach speaking skill. One of the techniques is role play. Role play is one of the techniques chosen for teaching speaking. It is an activity that asks the student to play characters based on the topics given in front of the class. The objective in this activity is developing student's competence in learning speaking skill like native speaker. Through this activity, the students are free to develop their imagination and speak up without considering it with a set of pattern.

Role play is creating dramatic situation in a classroom or in part simply acting out dialogues but also in part of refueling object and people in the room to

prepare for imaginative role playing. Role playing can help the teacher expand the classroom indefinitely and provide natural context for the language used.

The writer is interested in observing the Role Play technique, because it is fun and motivated, the students get the chance to express themselves in a more forthright way, the world of the classroom is broadened to include the outside world-thus offering a much wider range of language opportunities and the last, it is useful to extend knowledge into feeling.

In additional to these reason, students who will at some point travel to an English speaking country are given a chance to rehearse their English in a safe environment. Real situations created for the students can benefit from the practice. Then, mistakes can be made with no drastic consequences.

Role play has been implemented to the first semester English department students of Muhammadiyah University of Surakarta. The technique makes the students active in speaking class. In fact, the lecture uses role play technique in teaching speaking 1, so the writer is interested to observe the teaching learning process in the first semester of English department in Muhammadiyah University of Surakarta

From the reason above, the researcher chooses one topic for her research in implementing role play techniques in teaching speaking and the researcher want to know the problem is faced by teacher in implementing Role Play in teaching speaking so, The researcher takes a title "A NATURALISTIC STUDY ON TEACHING SPEAKING USING ROLE PLAY TO THE FIRST SEMESTER OF ENGLISH DEPARTMENT STUDENTS IN MUHAMMADIYAH

UNIVERSITY OF SURAKARTA. Hopefully, the result of this research will improve knowledge of teaching strategies for the teacher and also give a benefit for the education in this country.

B. Problem Statement

Based on the background above, the writer formulates the problems as follows:

1. How is role play technique implemented in teaching speaking?

2. What are the problems faced by the teacher in teaching speaking using role play at the first semester of English department in Muhammadiyah University of Surakarta?

3. How is the students' response to the role play technique implemented in teaching speaking?

C. Objective of the Study

Based problem statements, the objectives of this research are:

1. To describe the implementation of the Role play in teaching speaking focused on communicative competence.

2. To describe the problems faced by the teacher in teaching speaking using role play at the first semester of English department in Muhammadiyah University of Surakarta.

3. To clarify the students' responses to the role play in learning speaking.

D. Benefit of the Study

There are 2 benefit of this study; they are theoretical benefit and practical benefit

1. Practically, the result of the study will improve the teacher comprehension about the implementation of role play on teaching speaking and help the student mastering speaking skill by using Role play.

2. Theoretically, this research will enrich the study on teaching speaking especially on role Play.

E. Research Paper Organization

Research paper is given in order to reader could easily understand the context of the research paper. In this case, the researcher organizes her research paper into five chapters.

The first paper is introduction which covers the background of study, previous study, problem statement, and objective of the study, benefit of the study and research paper organization.

The second chapter is underlying theory which covers previous study, teaching speaking, teacher problem in teaching speaking, Role Play, Teaching speaking using role play and learner feedback in role play.

The third chapter is research method which covers about type of research, subject of research, data and data source, method of collecting data, technique for analyzing data.

The fourth chapter is the data analysis and discussion.

The fifth chapter is dealing with conclusion and suggestion.