

**IMPROVING STUDENTS' SPEAKING SKILL BY USING ROLE
PLAY (AN ACTION RESEARCH AT THE FIRST YEAR OF SMP 1
BULUKERTO)**



RESEARCH PAPER

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by

ADITYA PINDI NAURI

A 320 050 253

SCHOOL OF TEACHER TRAINING AND EDUCATION

MUHAMMADIYAH UNIVERSITY OF SURAKARTA

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CHAPTER I

INTRODUCTION

A. Background of the Study

Currently English develops into more and more significant for people throughout the world, since human inhabitants need to correspond to one another using English as a lingua franca for several languages that exist. English is one of the most popular worldwide languages in the world. For that reason, people need to be able to speak English fluently.

Toward the global era, in Indonesia English is adopted as the first foreign language. English is needed to be taught at elementary schools since it is the basic element for the higher level. By learning English at elementary school, the students are projected to become accustomed to the language. In elementary and junior school, English has been taught from the fourth grade as a local content. The teaching language mastery is necessary for all stages of teaching process.

The teaching of English in secondary school is intended to develop the student's communicative abilities which emphasize the language skills such as listening, writing, reading and speaking. Speaking is the most important skill, because it is one of the abilities to carry out conversation. It is an interactive process of constructing meaning that involves producing, receiving, and processing information. The students should

have the ability to speak English in order that they can communicate with others. Teaching speaking skill is focused on making students active and creative. The great part of time in process of learning speaking is dominated by students.

The utilize of English for speaking is not simple because speaker should also master several important elements of English such as: pronunciation, grammar, vocabulary, fluency, and comprehension. In that case, teachers are supposed to be creative in developing their teaching learning process to create good atmosphere, improve the student's speaking skill, give attention to the elements of speaking and make the English lesson more exciting.

Since the elements of the teaching speaking is various, many problems occur in the teaching learning process. The students are not enthusiastic and not couraged enough to involve in the speaking learning process. They are encountered with the hesitance of practising the material as well as the drilling conducted by the teacher in the teaching learnig process. In the other words, the students are having the problem with their confidence. The students are also coming from various backgrounds as well as different prior knowledge in English. Therefore it is not very easy to cope with the class material.

The problem also occurs in SMP I BULUKERTO. Based on the teachers explanation as well as the researcher is observation through the result of speaking test of the SMP 1 BULUKERTO students,the problems

in SMP 1 BULUKERTO are speaking activity. The teacher only focuses on teaching listening, reading and writing skill in order that the students understand the material and can pass the examination. Teacher's problem might occur for the situation to occur. The problems rise as the students are not maximum and active in the practice of speaking skill in every session in the class. They are mostly passive and difficult to involve in every conversation or discussion in every material of speaking lesson in English. The students who can be active are not more than 30% in the class. So, there are few students who can follow the speaking class material given by the teacher. This creates a problem in developing the skill, particularly speaking skills. This can occur as the students are not confident as well as not having motivation in every speaking activity done in each class. Therefore, the participation of the students becomes as passive as they do not have motivation. Teacher gives less attention in teaching speaking and they seldom use a various techniques in teaching speaking. So, it makes the students bored and unmotivated in speaking lesson. As the solution to overcome this obstacles, there have been many methods applied and developed, role play can be one of the solution. Role play reinforces and resolves the problems faced by the students.

According to Harmer (1999: 274) role play is students' simulation a real-life encounter (such as a business meeting, an encounter in an aero

plane cabin, or an interview) as if they were doing so in the real world, either as themselves in that meeting or aero plane, or taking on the role of a character different from themselves or with thought and feeling they do not necessarily share. Role play encourages the student to be actively participating in teaching learning process because this method provides a way of creating a rich communicative environment where students actively become a part of some real word systems and function according to predetermined roles as members of that group. In conclusion, these are caused by the method variation developed and used by the English teacher in SMP 1 BULUKERTO, that the students feel bored and dislike the speaking subject in the class.

Role play is not only making students active but also imaginative and critical. Role play stimulates real life situations and practical setting. In role play, students can bring items to the class to make a practical setting. For example, if a student is playing a role as an announcer, she brings a script to read as an announcer. So, it is appropriate to use role play in rising student's speaking skill.

Based on the fact above, the writer tries to find the effective solution to increase the speaking mastery of the first year students of SMP1 BULUKERTO by employing role play as a technique of teaching speaking, which is the subject the research. The writer found that the

students' speaking mastery is still low and the students are not too active during the English lesson.

Based on the reason above, the writer would like to study:
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