CHAPTER I

INTRODUCTION

1.1 Background

The influence of globalization era has made English possess a prominent role in the world. This fact has motivated the Indonesian government to change and develop the curriculum over time until the last one, Kurikulum Tingkat Satuan Pendidikan (KTSP) in 2006. The curriculum change is purely expected to improve teaching quality and students’ competencies; therefore KTSP is designed to enable every school to develop the teaching and learning process according to students’ characteristic and school situation. As English is important for communication, there is a requirement for English language learners in Indonesia to acquire communicative competence in English. The requirement also applies to SMK (Vocational High School) students in Indonesia and accordingly, one of the government efforts is done by implementing Competency-Based Curriculum in SMK.
There are four skills in English communicative competence and one of them is speaking. Speaking skill in vocational school is one of English skills that should be developed because it can improve the students’ intellectual and knowledge. However, there are some problems in teaching learning of speaking skill which mainly come from the students, teachers, or the teaching system.

First, the problem comes from the students. Students have huge difficulty speaking English, whereas they are able to communicate in English according to the demand of working area. They feel afraid, shy or do not have self-confident to speak English. Second, the problem comes from the teachers. The teachers do not apply the various teaching method, whereas KTSP demands their creativity in developing his teaching strategies and media in order that the students can achieve the competencies. Third, the influence of teaching system in which teachers still tend to use ‘old way’ in teaching English. It means that they give too many theories of grammar, so they ignore communicative teaching English. Besides, teaching learning activities of speaking skill should have appropriate context with the students’ need in working area so it can help them to apply the learning in the school to the real life.

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Considering the problems mentioned, a learning technique that can accommodate speaking learning and achieve its objective in oral communicative competence is Role-Play. Hypothesis of this research is Role-Play that can improve the students’ speaking skill which is appropriate with vocational students’ need in working area.

The findings of the previous studies, role-play was helpful in assisting students to experience the mental and behavioral process of the characters; students deepened and expanded self-awareness and strengthened professional capabilities through role-plays (Tyler & Guth, 1999, cited in Lin, 2001). Students utilized their newly obtained counseling theories and techniques to do role play with their peers, and receive feedback from peers and teachers in the classroom within a supportive and challenging atmosphere (Yii-Nii Lin, 2011). Wong-Wylie (2007, cited in Lin, 2001) claimed that students were more confident and willing to take risks within the supportive learning environment after establishing trustful relationships with peers and teachers, and as a result, they could grow professionally through reflection and introspection effectively. The use of Role-play is an instructional strategy available within adventure programs to promote participant development. These activities challenged students to participate by acting a part in simulated
scenarios or acting out a humorous situation which may, ultimately, provide an opportunity for learning in a controlled setting (Martin, et al. 2006). Sheldon (1996), in an examination of the use of kits and role playing in a traditional classroom setting, found that participants perceived role playing as, “enjoyable and helpful for learning or remembering the material” (p. 115). When used appropriately, skits and role plays may be an effective facilitator or participant development.

One of the advantages of Role-Play is that it can be used to encourage general oral fluency, or to train students for specific situations especially where they are studying English for specific purpose (Harmer, 2001:274). Besides, Role-Play helps students to prepare in the difficult situations and built up experience and self confidence with handling it in real life. Because of that, this study proposes Role-Play as a technique that is used to improve students’ speaking skill and to train for specific situations especially where they are studying English for specific purpose in vocational school.

1.2 Research Questions

The study is purposed to answer the following research questions:

1. Can Role-Play improve students’ speaking skill?
2. What are students’ responses toward the use of Role-Play in teaching speaking?

1.3 Purposes of the Research

Relevant to the research questions above, the purposes of this research is to find out:

1. Effectiveness of Role-Play in improving students’ speaking skill
2. Students’ responses toward the use of Role-Play in teaching speaking

1.4 Significance of the Research

This research is useful for several parties. First, it is for the teacher. By knowing the influence of using role play as teaching technique, the teachers can implement it and improve quality of their instruction. Second, it is vital for the students because role play technique can improve their speaking skill, motivate to speak English, improve their vocabulary and practice the pronunciation.

1.5 Clarification of Terms
1. Role-Play is a speaking learning activity where the students are expected to play one of the roles in an interaction which might be reasonably expected of him in the real world. (Weir, 1990:79)

Brown (2000:183) said that Role-Play minimally involves giving a role to one or more members of a group and assigning an objective or purpose that participants must accomplish.

2. Speaking is the productive skill in the oral mode. It is like the other skills, which is more complicated than it seems at first and involves more than just pronouncing words (SIL International, 1999).

Speaking skill refers to oral performance skill covering accuracy aspects (vocabulary, grammar, and pronunciation) and fluency aspects (language processing, information processing, and interacting with others). (Harmer, 2001; 270-278)

3. Vocational school students are students who enter the third level of formal education in Indonesia. Students are expected to finish this level in three years. Vocational school gives specific skill for students so they can apply and be ready for working.

1.6 Research Methodology
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1.6.1 Research Design

The main purpose of this research is to discover the effectiveness of Role-Play in improving vocational students’ speaking skill. Besides, this research is aims to find out the students’ response toward the use of Role-Play in teaching speaking.

This research is a quasi-experimental study. It is a type of evaluation which aims to determine whether a program or intervention has the intended effect on a study’s participants. The research uses procedures in qualitative and quantitative (mixed) approach. Quantitative approach is used to analyze the data of speaking score, while quantitative approach is used to analyze the data of questionnaire and interview. Mixed approach designs are procedures for collecting, analyzing, and mixing both quantitative and qualitative data in a single study or in multiphase series in study (Creswell: 2008).

There are some elements to design the quasi experimental like purposed by Kranzler (1999; 96:97):

| Table 1.1 |
| The Quasi Experimental Design |

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<tr>
<th>Pre-response Treatment measure</th>
<th>Post-response measure</th>
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### 1.6.2 Participants

The research is conducted in one of the vocational schools in Sumedang. The participants are 34 students of an eleventh grade class.

### 1.6.3 Data Collection

To collect the data, this research uses:

- **Pre-test**: the test that is done to find out the students’ speaking ability before the treatment.

- **Post-test**: the test is conducted to find out the students’ speaking ability after the treatment. It is also to find out if the Role-Play effective in improvement of their speaking skill.

- The interview is conducted to ask the students about their opinion toward the implementation of Role-Play in their class.
Questionnaire. The type of questionnaire is attitude scale. All students are given several statements of preferences and they are asked to give response by giving checklist in the range given. The range scales of the questionnaire are strongly agree, agree, undecided, disagree, until strong disagree.

1.6.4 Data Analysis

The data are taken from students’ pre-test and post-test interview, and questionnaire results. The research will be analyzed by using t-test because it is primary purposed to determine whether the means of two groups of scores differ to a statistically significant degree (Kranzler, 1999; 89). The research has two matched group, so Pre test and post test are analyzed by using t-test. It is conducted by using SPSS. The result of interview and questionnaire can support the result of quantitative process.

1.7 Organization of the Paper

Organization of the paper is divided into five chapters. Chapter I is Introduction. It consists of background, research questions, purposes of Dwi Undayasari, 2013

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The research, significance of the research, clarification of terms, and organization of the paper.

Chapter II is Literature Review. It contains theories which is relevant to the research which consists of approaches, methods, and techniques in language teaching, teaching speaking, speaking skill, characteristics of speaking skill, types of speaking skill, elements of speaking skill, definition of Role play, procedures of Role play, and advantages of Role play.

Chapter III, Research Methodology. It provides research design, population and sample, research procedures, data collection, and data analysis.

Chapter IV is Findings and Discussion. This chapter provides the data presentation that describes the result of the data and the analysis of the data.

The last is Chapter V, Conclusion and Suggestion. The chapter provides the conclusion of the research and suggestion for the English teacher and the further research of paper.