CHAPTER I

This chapter discuses background of the study, statement of problems, aims of study, significance of the study, research methodology, significance of the research, clarification of terms, and organization of paper.

1.1 Background of Research

Recent years, Indonesian students especially in Vocational Schools are expected to be able to communicate orally in English. Moreover, Vocational Schools in Indonesia have important roles in educating students in becoming professional and contributory workers for national and international institutions and companies (curriculum of SMK 2006). Unfortunately, most of students have problems in speaking English. Based on the writer's personal communication through SMS (Short Message Service) with five students in one of Vocational Schools in Bandung, three students said that they could not speak English effectively because they were less vocabulary and grammatical context, while two students said that they did not like the teaching method used by their teachers in their class; they felt boring.

These problems are not only found in vocational school, but also in English department. Mukminatien and Ihsan cited in Widiawati and Cahyono (2006), and Eviyuliwati (1997) find out that most of students do mistakes when speaking such as pronunciation (word stress and intonation), grammatical correctness (tenses, preposition, and sentence construction), and vocabulary (incorrect word choice).

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Mukminatien (2005) and Ihsan (1999) cited in Widiawati and Cahyono (2006) also find out that most of students had mistakes in fluency (frequent repair) and interactive meaning (difficulties in getting the meaning across or keeping the conversation going).

But, Ramdiahni (2002), in her research find that, in speaking class, the teachers focus in developing the students' knowledge of structure, grammar, and pronunciation, and do not teach the students how to use a language correctly. Furthermore, Padmadewi (1998) cited in Widiawati and Cahyono (2006) find out that students attending a speaking class often feel nervous due to pressure from the speaking tasks which required them to present individually and spontaneously within limited time. Most of these problems are because the students are lack self confidence, lack prior knowledge about topics, and because of poor teacher-learner relationship (Tutyandari (2005) cited in Widiawati and Cahyono, 2006)

From problems above, teachers should have several activities that could stimulate the students' oral communication practice. One of the activities is role play. There are some reasons why the teachers should use role play. First, role play mixes both of experimenting with their knowledge of real world and develops their ability to interact with other people (Ladouse, 1987). In addition, Livingstone (1983) claims that role play is an activity in a classroom which the students are provided to practice their language, the aspects of role behavior, and the actual roles they may be needed in outside of classroom.

Second, role play provides chances for students to become more deeply involved in thinking about how they will respond in real world situation (Killen, 1998). For example, the students learn about how to book hotel's room. In this situation, the students are divided into two groups. One group pretends to be receptionist and another group pretends to be a guess. A guess comes to that hotel and wants to book one room for two nights, while a receptionist tells about the rooms and facilities in that hotel. All of them speak alternately. Therefore, the students can imagine that they are in a hotel and want to book rooms for some days.

Third, role play can also increase students' motivation in learning English. It can be evidenced with Liu's (2010), Parapphal's (2000), Harmer's (2007) research. From their research, they found that students' motivation to learn English increased, and there is significantly improved which happen when role play is made in inside or outside of the class. Moreover, role play technique makes students to enjoy the teaching – learning process in the class (Harmer 2007). In addition, by role play technique, the worried students will easily in showing themselves without feeling afraid to make mistakes when speaking.

Based on the problems above, a study on the use of role play in improving speaking skill will be conducted in second graduate in one of vocational school in Bandung.

1.2 Statement of Problems

The research statements of this study are:

1. Is Role Play Technique effective in developing students' speaking ability?

2. What are students' responses in applying role play technique in teaching speaking skill?

1.3 Aims of Study

The aims of the study are:

1. To find out whether role - play have effect in improving students' speaking ability.

2. To find out what the students' response in applying role play technique in teaching speaking skill

1.4 Scope of Study

This study emphasized the use of role play technique in teaching speaking. This study was conducted in one of Public Vocational Schools in Bandung by selecting two classes in same level of speaking as a control group and experimental group.

1.5 Hypothesis

To answer the research questions, a hypothesis is proposed that serves as a basis and guide of this study. Regarding to the research questions, there is a null hypothesis that: "the role play technique does not influence in improving students' speaking ability".

1.6 Significance of the Research

The research is expected to give an input for teachers in teaching English as foreign language especially in teaching speaking skill. The research is also expected to be an alternative technique in motivating and helping the students to improve their English speaking ability. Moreover, it is expected to be an inspiration for teachers to improve education in Indonesia.

1.7 Research Methodology

This research is aimed to find out the influence of using role play in teaching speaking English. The study uses quasi experimental method. Quasi experimental method consists of two group; control and experimental group. The experimental group is given some treatment, while control group is given placebo treatment.

The population of this research is second graduate in one of public vocational school in Bandung. The sample consists of 24 students for two classes which are selected randomly.

The data are analyzed by using t-test. It is conducted to find out whether or not the two groups are equivalent. And then, the data are processed by using SPSS 16 to answer the first research question, while to answer the second research question, questionnaire and interview are employed (For more details, it can be seen in Chapter 3)

1.8 Clarification of the Terms

In order to avoid unnecessary misinterpretation, some terms are clarified as follows:

1. Speaking is a skill, and such needs to be developed, practiced independently of the grammar curriculum and then use linguistic knowledge, such as speech act knowledge, discourse knowledge, and knowledge of grammar, vocabulary, and phonology (Harmer 2007:4)

2. Role play is a technique in teaching speaking which is designed to help students become deeply involved in thinking about how they would react in real world situations (Killen, 1998:171)

1.9 Organization of the Research

This paper consists of five chapters as follows:

Chapter I: Introduction

This chapter provides the background of the study, statement of problems, aims of the study, scope of the study, research methodology, significance of the research, clarification of terms, and organization of the paper.

Chapter II: Theoretical Review: Role Play Method and Speaking Skill

This chapter covers the analyses of the theories and previous research projects relevant to the study.

Chapter III: Research Methodology

This chapter includes an explicit description on the research methodology.

Chapter IV Results and Data Analysis

This chapter describes the data collected, analyze the data, and interpret the research finding based on the data collected.

Chapter V: Conclusion and Suggestion

This chapter is divided into two parts: conclusion, which is general interpretation towards all research finding; and suggestion, which is an implication that is drawn from the process of the research and the research finding that will open an opportunity to conduct a follow up research on the same issue.