

CHAPTER I

INTRODUCTION

1.1 Background

In mastering speaking skill, students often found some problems. One of the problems is the difficulty in using the language because of their lack of motivation to practice the language in the daily conversation, they are usually too shy, not confident or even afraid to use the language. This lack of motivation can be caused by many factors and one of the factors is the technique or method which is applied in teaching speaking skill is not appropriate for the development of students' communicative ability.

For many years, teaching speaking only focus on repetition and memorization of dialogs, these techniques do not develop students' communicative ability, these techniques tend to limit the students to express themselves and this caused the decrease of students' interest in speaking skill. This often makes learning less meaningful for students, they tend to have little motivation to practice, and they tend to be shy, not confident and tend to be afraid to use the language. So that, it is important to provide the students with the appropriate technique or method which can develop students' communicative ability and makes the learning more meaningful for them.

There are many techniques which can be used to develop students' communicative ability and make learning more meaningful for them; one of the techniques is role play. Many researchers found that role play is effective to use in

teaching speaking skill. Role play can improve students' thinking and creativity; they are given an opportunity to practice speaking English in various contexts of conversation. It provides motivation for students to use the language more because it gives non threatening setting. As what Tompkins (1998) said, role play or simulation is an extremely valuable method for L2 learning. It encourages thinking and creativity. Lets students develop and practice new language and behavioral skills. In a relatively none threatening setting, and can create the motivation and involvement necessary for learning occur.

For this reason, the writer is interested in analyzing the effectiveness of using role play in teaching speaking skill, also to know whether role play makes learning more meaningful for students or not.

1.2 Statements of the Problems

This research is going to find out the answers of the following research questions:

1. Is role play more effective than the conventional technique in teaching speaking skill?
2. Does role play make learning more meaningful for the students?

1.3 Aims of the Study

This study is aimed at:

1. Finding out whether role play is more effective than the conventional technique in teaching speaking skill.

2. Finding out whether role play makes learning more meaningful for the students.

1.4 Research Methods

This research uses quasi-experimental design. Quasi-experimental design is a form of experimental research, which involves selecting groups, upon which a variable is tested, without any random pre-selection processes. (<http://www.experiment-resources.com>). It is the only type of research that directly attempts to influence a particular variable, and it is the only type that can really test hypotheses about cause-and-effect relationship. (Jack R.F and Norman, 1990: p. 231). The diagram of this design is shown as follow:

Table 1.1
The Experimental Design

Group	Pretest	Treatment	Posttest
Experimental	O ₁ E	X	O ₂ E
Control	O ₁ C	-	O ₂ C

In which

O₁E = Pretest for experimental group

O₁C = Pretest for control group

X = Treatments

O₂E = Posttest for experimental group

O₂C = Pretest for control group

1.4.1 Procedures of Data Collection

1.4.1.1 Population and Sample

The population in this study is the eleven grade students of one SMK in Bandung, which consists of twelve classes. From the twelve classes, only two classes are chosen randomly as sample. The two classes chosen are also randomized to determine the experimental group, in which the students are treated by role play and the control group, in which the students are treated by the conventional technique.

1.4.1.2 Instruments

In this research, the instruments used are pre-test, post-test, questionnaire and interview. Pre-test is conducted in the first meeting to check whether the experimental group and control group have the same ability in speaking. Post-test is conducted in the last program after the experimental group has been given some treatments, in this study role play, in a certain period of time, in order to know whether teaching speaking using role play is more effective than the conventional technique.

In this research, the types of questionnaire used is attitude scale. All students are given several statements of preferences and they are asked to response to each statement by giving a check list in the range given. The range scale of the questionnaire are 1) Strongly Agree, which means the students have a

strong agreement to the statement 2) Agree, which means the students are agree to the statement 3) Undecided, which means the students are doubt or uncertain to the statement 4) Disagree, which means the students are disagree to the statement and the last 5) Strongly Disagree, which means the students have a strong disagreement to the statement. This questionnaire is administered after the students have been given some treatments, in this study using role play in order to know the students' response of using role play.

In this study, the interview is done after the questionnaires have been given to students in order to clarify any questions which is unclear and to explore students' important answer based on the questionnaire given before.

1.4.2 Data Analysis

The result of the test of experimental group and control group are used to know that role play is more effective than conventional technique in teaching speaking skill. It means that the writer want to find the causative relationship between the independent variable and the dependent variable or response variable. In this research, the participants are different in each group, there is no participant serve in both groups, so based on this assumption, the writer uses t Test for independent group to calculate the data.

1.5 Organization of the Paper

The paper will be presented into five chapters, there are introduction, which will talk about the background of the study, scope of the study, statements

of the problem, aims of the study, significant of the study, research method, and clarification of the main terms and organization of the paper, theoretical Foundation, which will provide the theories and the findings of previous studies in relevant to the study, methodology, which will describe the steps and procedure of the research, the instrument of the research, and the reason of choosing its procedure, findings and discussion, which will cover the data collected, data analysis, and the interpretation of findings from the study, conclusion and suggestion, which will explore the conclusion of the study and also the suggestion for better study.

