

CHAPTER I

INTRODUCTION

A. Background

Speaking is a language skill which has to be mastered by the students especially in learning English. By mastering this skill, they can convey their ideas orally. According to Tarigan, Henry Guntur (2008:16), "*Berbicara adalah kemampuan mengucapkan bunyi-bunyi artikulasi atau kata-kata untuk mengekspresikan, menyatakan atau menyampaikan pikiran, gagasan, dan perasaan.*" It means, speaking is the ability of uttering the articulation sounds or words to express, to state, or to convey thoughts, ideas, and feelings. By mastering this skill, communication and interaction can run well. Without mastering it, the ideas or opinions cannot be conveyed orally.

Based on the writer's experience during teaching English at *SMK Manangga Pratama Tasikmalaya*, most of the students find the difficulties in mastering the speaking skill. They are difficult to express and to develop ideas. This finding is supported by the data from the results of the students' speaking test. Only eight students (26%) have achieved *KKM* (70), and the rest (22 students or 74%) have not achieved *KKM* yet. This problem is caused by the lack of the students' self-confidence because they have not been accustomed to speak English yet and the lack of their chances to speak English in the class.

Based on the explanation above, it can be concluded that for some students, speaking English is considered as the most difficult language skill to

master. Besides the problems discussed previously, the writer supposes that the position of English as a foreign English becomes one of the causes why the students are difficult to speak it. According to Suyanto, Kasihani K.E. (2008:57),

Beberapa faktor yang mungkin menjadi sebab kurang berhasilnya keterampilan berbicara di tanah air kita antara lain sebagai berikut:

- 1. Bahasa Inggris tidak dipakai di luar kelas atau di masyarakat karena merupakan bahasa asing.*
- 2. Kurangnya atau hampir tidak ada exposure atau pajanan bahasa Inggris di masyarakat dan lingkungan sekitar kita.*
- 3. Pembelajaran bahasa Inggris di sekolah kurang ditekankan pada keterampilan berbicara, tetapi lebih banyak difokuskan pada pelajaran structure dan vocabulary sebagai kosakata lepas.*
- 4. Rasa malu dan takut berbuat salah jika praktik berbicara.*

Based on the description above, some causes that make the students difficult to speak English are the lack of self-confidence, the lack of ideas, and the lack of practice to speak English.

The importance of mastering the speaking skill encourages the writer to find a solution to overcome the students' difficulties in speaking English. He tries to use Role Play technique in teaching the speaking skill to the students. The objective is to improve their speaking ability. According to Huang, Irene Y. (2008:1), "Role play is one of the communicative techniques which develops fluency in language of students, which promotes interaction in the classroom and which increases motivation." By using this technique, the students are hoped to be more motivated to speak actively, and they do not feel bored in learning, so that the atmosphere of teaching learning process becomes interesting, active, and communicative. According to Harmer, Jeremy (2001:275), "In role play we add the element of giving the participants

information about who they are and what they think and feel.” Based on the explanation above, it can be concluded that Role Play technique is a communicative teaching technique which emphasizes on the development of the students’ speaking fluency, their interaction in the class, and their learning motivation.

In Role Play technique, every student has their own role, so that they will be stimulated to be active and creative in learning, especially in speaking. The roles that they play are not separated from the activity or situation usually found in their daily lives. By using this technique, the students are hoped to be able to apply the speaking skill obtained from the teaching learning process in their real lives to do a social interaction.

The research about the use of Role Play technique in teaching the speaking skill was previously conducted by Yulia, Novi (2010). The result of her research showed that Role Play technique influenced on the students’ speaking ability. The differences between the previous research and this research are: 1) the previous research was conducted at the junior high school, while this research is conducted at the vocational high school, and 2) the material of speaking analysed in the previous research was ‘accepting and refusing invitation’, while the material of speaking analysed in this research is ‘asking for and giving direction’.

Based on the description above, the writer is interested in doing the research entitled, “Improving Students’ Speaking Ability by Using Role Play

Technique (An Action Research at the Tenth Grade of *SMK Manangga Pratama Tasikmalaya*).”

B. Formulation of the Problem

Based on the background above, the problem of this research is formulated as follows, “How does Role Play technique improve the students’ speaking ability at the Tenth Grade of *SMK Manangga Pratama Tasikmalaya*?”

C. Operational Definitions

To avoid misunderstanding about the terms related to the topic of this research, they are explained, as follows:

1. Students’ Speaking Ability : The students’ quality or competence at the Tenth Grade of *SMK Manangga Pratama Tasikmalaya* in expressing ideas, thoughts, or opinions by using the verbal symbols and the English patterns which are suitable with the communication situation or context. The data are obtained from the result of spoken test given by the writer.
2. Role Play Technique : A technique of teaching speaking, in which the students are involved to play a role which is suitable with a certain context or situation,

in this case, about the topic ‘asking for and giving direction’.

D. Aim of the Research

The objective of this research is to know the improvement of the students’ speaking ability at the Tenth Grade of *SMK Manangga Pratama Tasikmalaya* by using Role Play technique.

E. Uses of the Research

The result of this research is hoped to give some benefits, as follows:

1. Theoretical use

This research is expected to give the theoretical knowledge or information to the next researchers who are interested in knowing the improvement of the students’ speaking ability at the Tenth Grade of *SMK Manangga Pratama Tasikmalaya* by using Role Play technique.

2. Practical use

This research is expected to give the information to the teachers about the benefits of using Role Play technique in improving the students’ speaking ability at the Tenth Grade of *SMK Manangga Pratama Tasikmalaya*.

3. Empirical use

This research is expected to give the experience to the writer about the writing of a scientific paper and the use of Role Play technique as the

effort to improve the students' speaking ability at the Tenth Grade of *SMK* Manangga Pratama Tasikmalaya.