

CHAPTER I

INTRODUCTION

1.1 Background of the Study

As a global language, English is very important for communication. English is also a very effective language, that it is proved by many native and non-native speakers all over the world. English has become the bridge between two or more parties with different languages to communicate one another.

In order to be able to use English, learners have to master English skills such as listening, speaking, reading, and writing. One of the ways to communicate with others is through speaking. Through speaking, we can express our minds, ideas, feelings, and speak spontaneously. For language learners, mastering the art of speaking is the most important aspect of learning a second or foreign language and success is measured in terms of ability to carry out a conversation in the language.

Richards (2008: 19) states that speaking is an activity used by someone to communicate with other. It takes place everywhere and has become part of daily activities. He or she also shares information, suggestions and comments to other through communication. Furthermore, Brown (2001: 113) states that the objective of speaking is the student are able to participate and use English in short conversation, collect the information, ask and answer the questions fluently and acceptably in daily context.

Louma (2004: 1) states that speaking skills are important part of the curriculum in language teaching, and this makes them an important object of assessment as well. This statement means that in language teaching learning process the teacher should improve students' ability in speaking. The progressive of the students in speaking skill must be scored in objective way. However, in real situation in English class, speaking activities do not work as it is expected because of many factors prevent students from speaking English. The first is the students are not confident to speak English, they are afraid of making mistakes and sometimes they do not understand what they supposed to say. The second is that their pronunciation and grammar are weak. Then, the other problem deals with the vocabulary items.

To improve students speaking skill is not a simple thing. They need a lot of practice to be able to master the speaking skill. Based on the writer is experience when she was teaching at SMKN 2 Kupang, the writer found that they less to speak in the speaking class. Meanwhile, the most important element in the speaking class is to give them opportunities to speak in English. One of the ways in improving students' speaking skill is by giving role play as a form of English learning activity in the classroom. Role play is very important in communication language teaching because it gives students an opportunity to practice communicating in different social context and in different social roles.

Based on the background above, the writer is interested in doing a research entitled: **“A Study on The Use of Role Play Technique to Improve Speaking Skill of the Tenth Students of SMKN 2 Kupang in the School Year 2017/2018.”**

1.2 Statement of the Problems

Based on the background of study, the problems statements are formulated as follows:

1. Does the use of Role Play Technique improve speaking skill of the tenth grade students of SMKN 2 Kupang in the school year 2017/2018?
2. How is Role Play technique used to improve speaking skill of the tenth grade students of SMKN 2 Kupang in the school year 2017/2018?

1.3 Objective of the Study

The objectives of the study are as follows:

1. To find out whether the use of Role Play technique improves speaking skill of the tenth grade students of SMKN 2 Kupang in the school year 2017/2018.
2. To find out how Role Play technique is used to improve the speaking skill of the tenth grade students of SMKN 2 Kupang in the school year 2017/2018.

1.4 Significance of the Study

The significance of the study is stated in the following lines:

1. For the English Teacher.

It is expected that the use of Role Play is useful for the English teacher of SMKN 2 Kupang especially in teaching speaking English.

2. For the Students.

Through the result of the study, Role Play technique can motivate students to try to speak English as often as possible, so that they can improve their speaking skill.

3. For the Writer.

By this study, the writer can enrich her knowledge about speaking and the right method based on the situation.

4. For other Researcher.

To increase other researcher's knowledge about speaking skills and the effectiveness of Role Play technique in teaching speaking.

1.5 Scope and Limitation

Based on the identification of the problem above, there are many techniques that can be found during the teaching and learning process such as Role Play, Jigsaw, Think Pair Share, Snowball Throwing, etc. In this research, the research focuses on: "A Study on The use of Role Play technique to improve speaking skill of the tenth grade students of SMKN 2 Kupang in the school year 2017/2018".

1.6 Definition of Terms

There are some terms used in this study, and in order to avoid readers' misunderstandings of the study, the writer clarifies the terms in the following:

a. Role Play technique

Ladousse (1995: 5 -7) stated that Role Play is one of a whole gamut of communication techniques which develops fluency in language students, which promotes interaction in the classroom and which increase motivation. In this study Role Play means, the writer uses this technique to improve speaking skill of the tenth grade students of SMKN 2 Kupang in the school year 2017/2018.

b. Speaking

Hornby (1987: 827) stated that speaking is “to express or communicate opinions, feelings, ideas, etc, by or as talking and it involves the activities in the part of the speaker”. In this study, speaking refers to the activity to express oneself in situation that will be done by the first year students of SMKN 2 Kupang to comprehend the speaking skill.

c. Skill

Merriam Webster (1828) skill is the ability to use one’s knowledge effectively and readily in execution or performance or the ability to do something that comes from training, experience, or teaching. In this case, skill means an ability that was gotten from the hard work.

d. Speaking Skill

Chaney (1998: 13) defines that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in variety of context. Speaking skill is a way to help students to express their ideas.

e. SMKN 2 Kupang

SMKN 2 Kupang is the government senior high school located in Jl. Ahmad Yani No.48 Kupang.