CHAPTER I
INTRODUCTION

In this chapter, the writer presents background of the study, statement of the problem, purpose of the study, significance of the study, scope and limitation, and the definition of the key terms. All of them are explained as follows.

1.1 Background of The Study

Speaking is one of productive skills that should be learned by students. Brown (2001: 242) states that speaking as an interactive process of constructing meaning that involves producing, receiving, and processing speech of sounds as main instruments. In addition, Cameron (2001: 40) states that speaking is used to express meaning so that other people can make sense of them. Based on the researcher experience in speaking classes, some students often find some problem in learning speaking skill. For example, the use of mother tongue and less motivation to practice English in daily conversation. Then, some students are also shy and afraid to take part in the conversation. Many factors cause the problems of students in learning speaking skill namely students’ interest, poor vocabulary, the material and the technique in the teaching English.

To improve students speaking skill, teacher should find the appropriate technique of teaching speaking. It means that teacher plays an important role to create interesting teaching and learning speaking. Many techniques can be applied in teaching English. One of the techniques to increase students speaking skill is Role Play. Harmer (2007: 126) says that role play can stimulate the students in real world and it gives learners an opportunity to practice communicating in
different social context and different social roles. In addition, it allows students to be creative and to put themselves in another person’s place for a while. The role play would seem to be the ideal activity in which students could use their English creatively and it aims to stimulate a conversation situation in which students might find them and give them an opportunity to practice and develop their communication skill.

There are many reasons a teacher use role play in teaching speaking. There are many benefits of using role play. The students can enjoy and benefit from a role play experience in terms of improved communication skills, creatively, increased social awareness, independent thinking, and development of values and appreciation of the art drama. On the other hand, this technique is effective to increase students speaking skills. It is supported by Sulistyahadi (2011) in his research “The Effect of Using Role Play in Improving Students Speaking Ability at SMPN 03 Karang Ploso Satu Atap”. He stated that the students speaking ability was improved thought by using role play. It can be seen from the mean score result of the test, that was higher than mean score of pre-test, that was from 53.6 to 63.2. Role play is very important in teaching speaking because it gives students an opportunity to practice communicating in different social context.

The researcher used interview to get information on whether teacher are still using role play technique in teaching speaking and the students derive great benefit of role play. The result of interviewer in the tenth grade teacher MIA 6 at SMAN 1 Lawang, it was found the students derive great benefit from role play. The utilization of role play make the students got easier way to learn speaking.
The students were willing to participate without any forces from the teacher. The utilization of role play gives greater motivation in learning speaking to students. It means that role play is one of teaching technique that can be applied in teaching speaking. It gives the learners opportunity to practice communication and improve a range of real life in the classroom. On the other hands, the student be able to express their ideas or their feelings by using English.

For the reasons, the researcher interested is in to conducting a research on teaching speaking under the title “Role Play Used in Teaching Speaking to the Tenth Grade Students at SMAN 1 Lawang”.

1.2 Statements of The Problem

Based on the background of the study above, the statement of the problem are formulated as follows:

1. What activities were employed by the teacher in using role play in teaching speaking at SMAN 1 Lawang?
2. What are the advantages of role play activities used in teaching speaking at SMAN 1 Lawang?

1.3 Purpose of the Study

In relating to the problem above, the objective of the study is as follows:

1. To know the activities employed by the teacher in using role play in teaching speaking at SMAN 1 Lawang.
2. To identify the advantages of role play activities used in teaching speaking at SMAN 1 Lawang.
1.4 Significance of the Study

The result of this study is practically will be usefull for:

1. The teachers

This result of this study is expected to give contribution for the teachers to know about the activities and advantages of role play activities used in teaching speaking.

2. The students

Through the activities of role play, the students can improve their speaking skill within natural, exiting, and motivating situation, as the result, they will perform speaking skill more confidently.

3. Further Researcher

The result of this study can be used as reference for other researchers to solve the same topic or problem learning.

1.5 The Scope and Limitation

This study focused on role play used in teaching speaking to the tenth grade students of SMAN 1 Lawang. The emphasis of the study was the activities and the advantages of role play activities used in teaching speaking. It is limited on role play used by English teacher in “lintas minat” speaking class of tenth grade students at SMAN 1 Lawang.

1.6 Definition of Key Terms

In this case the researcher present the explanation of key terms used in this research in order to avoid the misunderstanding.
1. **Speaking**: speaking is one way to communicate which ideas and though a message orally. That speaking is a media of communication and it makes people who come from different countries to be easier in making interaction and communication in SMA Negeri 1 Lawang.

2. **Role Play**: minimally involves (a) giving a role to one or more members of a group and (b) assigning an objective or purpose that participants must accomplish (Brown, 2000b, p. 183) in SMA Negri 1 Lawang.

3. **Activities**: the situation in which a lot of things are happening or people are moving around (dictionary.cambridge.org/dictionary/english/activity); in this research activities is the act to activities role play at the tenth grade students SMA Negeri 1 Lawang.