

CHAPTER 1

INTRODUCTION

This chapter presents an overview of the research that consists of research background, research questions, research purposes, research significances, rationale, hypothesis, methodology, and data analysis.

A. Research Background

In general, the objective of English teaching is to equip students with the four basic skills; those are listening, speaking, reading and writing. Among those skills that have been mentioned, speaking skill in a country which places English as second or foreign language has often been viewed as the most demanding of the four skills (Bailey and Savage, 1994: 7). In some contexts, speaking is viewed as the skill which becomes a standard of where a person's English competence level is. It can be said that speaking skill is the most important rather than any of the other language skills.

In dealing with English teaching and learning in vocational school or SMK in Indonesia, the teaching process is demanded to be communicative and functional, and the English teachers are hoped to make the students possess communicative skills in English as a foreign language. The students are required possessing English competencies which are relevant to the job opportunities both in Indonesia and global world. The students learn English through the process of communicating in it, and that communication must be designed as the meaningful contexts and functional situation (Dikmenjur, 2007). That is why, English teachers at vocational school or SMK are demanded to find out the more progressive, dynamic, practical and link-match teaching

techniques in enhancing the students' English competencies, particularly the students speaking skills.

In other side, students who are learning to speak English often find some problems. The problems that frequently found are their difficulties to use foreign language along with their native language, their feeling of shy and afraid to take part in English conversation, or even problems that come from the teachers who are not frequently speak English in the classroom.

To solve the problem, an effective method in teaching speaking and improving the students' speaking skills must be conducted. According to Brown (1994: 173-174), class work gives students more opportunities to speak. Class work is a generic term covering a multiplicity of techniques in which two or more students are assigned a task that involves collaboration and self-initiated language. It means that class work is one approach which can be used to stimulate students to speak more.

There are some techniques which belong to class work. One of them is role play. According to Brown (1994: 180), role play minimally involves (a) a giving role to one or more members of a class and (b) assigning an objective or purpose that participants must accomplish. Livingstone (1983: 94) stated that role play is a classroom activity which gives the students the opportunity to practice the language they may need outside the classroom. It is a speaking activity which improves communicative competence and provides practice in contexts which simulate real-life experience. Those statements about role play indicate that role play is one technique which can be used to improve students' speaking skill in foreign language, especially English.

Based on the reasons above, researcher formulates the research entitled "IMPROVING STUDENTS' SPEAKING SKILLS USING ROLE PLAY TECHNIQUE". Through this research,

researcher tries to stimulate students to explore their potential and develop their ability in speaking English.

B. Research Questions

Based on the research background, the researcher focuses to the following questions:

1. What is the student's speaking skill by using role play technique?
2. What is the students' speaking skill without using role play technique?
3. How significant is the difference between students' speaking skills using role play technique and without using role play technique?

C. Research Purposes

Based on the questions formulated above, the research purposes are:

1. To find out the students' speaking skill using role play technique.
2. To find out the students' speaking skill without using role play technique.
3. To find out the significant difference between students' speaking skill using role play technique and without using role play technique.

D. Research Significances

The result of this research is expected to be used both theoretically and practically:

1. For readers, this research can be used as a reference for further researches.
2. For teachers, especially English teachers, this research can be a reference in enhancing the students' English competencies, particularly the students speaking skills by using

role play technique, so that students will expectantly be more active in interacting in the classroom.

E. Research Rationale

In language teaching, it is often talked about the four language skills; listening, speaking, reading and writing, in terms of their direction. Language generated by the learners (speaking or writing) is considered productive, and language directed at the learners (reading or listening) is known as receptive language (Savignon, 1991: 261).

Some definitions of speaking have been formulated by many experts. According to Chaney (1998) in Kayi (2006), speaking is the process of building and sharing meaning through the use of verbal and non verbal symbols, in a variety of context. Based on that definition, speaking is a crucial part in language learning. Speakers talk in order to have some effect on their listeners. They assert things to change their state of knowledge. They ask them questions to get them to provide information. They request thing to get them to do thing for them.

Richards (2008: 17) stated that a large percentage of the world's language learners study English in order to develop proficiency in speaking. This is caused by the functions of speaking that cover many aspects of human interaction, such as involved expressing ideas and opinions, expressing a wish or a desire to do something, negotiating, solving a particular problem, establishing and building social relationship and friendships, maintaining business or other professional reasons. Those are just a few reasons why people may wish to speak, and then it seems fair to assume that speaking skills play a large part in this overall competence.

As Livingstone stated (1983: 94), role play is a classroom activity which gives the students the opportunity to practice the language they may need outside the classroom. It is a speaking activity which improves communicative competence and provides practice in contexts which

simulate real-life experience. Those statements about role play indicate that role play is one technique which can be used to improve students' speaking ability in foreign language, especially English.

Richards (2008: 45) stated that role play involves a situation in which a setting, participants and a goal problem are described. Participants are to accomplish the task given, drawing on whatever language resources they can. Bailey (2005) stated that a role play is a speaking activity in which the students take the part of other people and interact using the characteristics of those people. According to Byrne (1986: 43), role play can be classed into two forms, scripted and unscripted role play:

1. Scripted Role Play

This type involves interpreting either the textbook dialogue or reading text in the form of speech. The main function of the text after all is to convey the meaning of language items in a memorably way.

2. Unscripted Role Play.

The situations of unscripted role play do not depend on textbooks. It is known as a free role play or improvisation. The students themselves have to decide what language to use and how the conversation should develop. In order to do this activity, good preparation from teacher and students is really necessary.

There are some procedures which can be applied in the process of teaching speaking using role play technique. Despite those existing procedures, teachers can also create or develop procedures which is appropriate and suitable with his/her own class.

In this research, pre-test are given to both experimental and control classs before teaching process begins. Experimental class is taught by using role play technique. On the other hand,

control class is taught without using role play technique. Moreover, to know the result of experimental and control classes, in this research will also be conduct post-test to compare similarities and differences between them.

F. Research Hypothesis

Hypothesis is a tentative prediction about the nature of the relationship between two or more variables. According to Sugiyono (2008:84) hypothesis is the assumption, estimate, or alleged while addressing a problem that must be verified using data and facts or information obtained from the research are valid and reliable. Based on the explanation above the hypothesis in this research can be formulated as follow:

1. H_0 accepted if $t_{\text{count}} < t_{\text{table}}$, it means that it is null hypothesis; there is no significant difference on students' speaking skills improvement by and without using role play technique.
2. H_a accepted if $t_{\text{count}} > t_{\text{table}}$, it means that it is alternative hypothesis; there is significant difference on students' speaking skills improvement by and without using role play technique.

G. Research Methodology

The research employs quasi-experimental design using pretest-treatment-posttest format. Role play technique will be given to the experimental class while usual technique of teaching speaking will be given to the control class.

Schematically, the description of quasi-experimental design can be represented as follow:

Table 1.1

Design of quasi-experimental research

G1	T1	X	T2
G2	T1		T2

Notes:

G1 : Experimental Class T1 : Pretest

G2 : Control Class T2 : Posttest

X : Treatment on experimental class through Role Play

UNIVERSITAS ISLAM NEGERI
SUNAN GUNUNG DJATI
BANDUNG (Sugiyono, 2008:116)

1. Research Method

In quasi-experimental research design, pretest-posttest control class design is used to compare the achievement between control class and experimental class.

There are two classes of EFL students at vocational high school level; the experimental class and the control class. Brown (1988) cited in Erasma and Sutapa (2013: 23) stated that the experimental class might be provided with some treatment, while the control class would receive usual treatment. In this case, the experimental class is given a treatment by

implementing the role play technique, while the control class is given a treatment only by reading some dialogues. There are also two tests given; pretest which is given before the treatment to identify students' initial ability of both classes and to balance the score and posttest which is given after the treatment to find out whether there is difference or not between the experimental class and the control class.

2. Source of Data

2.1 Research Setting

This research will take place at SMK Pasundan 2 Banjaran. This decision is based on the concern that the Students' English skill is very low and most of the students are very passive in speaking English.

2.2 Population and Sample

Population of this research is tenth grade students of SMK Pasundan 2 Banjaran. There are 472 students of tenth grade from 14 classes, divided into 5 departments. Sample is part of a population that can be considered to represent population. To determine the sample size according to Arikunto (2002: 112) when the population is less than 100, it is preferable to take all of that research population. If the population is greater, it may be taken between 10-15% or 20-25%. Based on the statement, the sample is 12% from 472 students and it consists of two classes. The first class is X TSM 1 (Teknik Sepeda Motor 1) as the experimental class and the second class is X TSM 2 (Teknik Sepeda Motor 2) as control class. The classes are chosen using purposive sampling. According to Sugiyono (2008: 76), purposive sampling is one technique of collecting data with certain consideration and objective in mind.

X TSM 1 consists of 31 students and X TSM 2 consists of 30 students. However, there is a possibility that not all of the students of each class become the sample of this research. It is due to students' comprehension in participating to the pre-test, treatments, and post-test given.

2.3 Technique of Collecting Data

In collecting data, the research employs tests (pre-test and post-test) for primary data and observation for secondary data.

a. Test

The test is a series of questions or other device used to measure skill, knowledge, intelligence, ability or talent possessed by individuals or class.

1) Pre-test

Pre-test is conducted to obtain preliminary data prior to treatment. By getting this pre-test data, the level of students' speaking skill will be known.

2) Post-test

Post-test is conducted to find out the influence of the experiment being conducted toward experimental class and to know how far students are able to improve their speaking skills by using role play technique and without using role play technique, and which class is better in improving speaking skills.

b. Observation

Observation is conducted to gain secondary data about the school. According to Arikunto (2002: 87), observation is monitoring through the activities of concentration the attention toward one object with using all of the sense. Other said that observation is technique to investigate the condition of the location. The researcher observes the objective conditions

of students, teachers, learning process and the facilities in SMK Pasundan 2 Banjaran Kabupaten Bandung.

H. Data Analysis

According to Sugiyono (2008: 132), there are several steps of testing the normality in (independent variable) and (dependent variable). They are as follows:

1. Determining the range of data (R), by using the formula:

$$R = nt - nr + 1$$

$$R = \text{the highest score} - \text{the lowest score} + 1$$

2. Determining the class interval (K), by using the formula:

$$K = 1 + 3,3 \log n$$

$$n = \text{Number of Students}$$

3. Determining the length of class (P), by using the formula:

$$P = \frac{R}{K}$$

$$R = \text{Range of Data}$$

$$K = \text{Class Interval}$$

4. Determining mean (\bar{X}):

$$\bar{X} = \frac{\sum f_{ix_i}}{\sum f_i}$$

$$f_i = \text{frequency}$$

$$x_i = \text{the sum all of the scores}$$

5. Computing the value of median (Me):

$$Me = b + p \left(\frac{\frac{1}{2}n - F}{f} \right)$$

b = under limit of median class

p = length of class interval

n = number of students

F = frequency

f = cumulative frequency

6. Computing the value of modus (Mo):

$$Mo = b + p \left(\frac{b_1}{b_1 + b_2} \right)$$

b = under limit of median class

p = length of class interval

b_1 = the difference of modus frequency
with a previous class frequency

b_2 = the difference of modus frequency with a next class frequency

7. Determining the standard deviation (S²):

$$S^2 = \sqrt{\frac{\sum f (x_i - \bar{x})^2}{(n-1)}}$$

8. Arranging the distribution of observation and expectation frequency.

9. Determining Chi Square (χ^2):

$$\chi^2 = \sum \frac{(O_i - E_i)^2}{E_i}$$

O_i = Observation Frequency

E_i = Expectation Frequency

10. Determining degree of freedom:

$$Df = K - 1$$

Df = Degree of Freedom

K = Total of Class Interval

11. Determining the value of table X^2 by significance level 5% or ($\alpha = 0,05$):

$$X^2_{table} = (1-\alpha) (Df)$$

12. Determining the normality of data distribution by using the criteria:

Distribution is considered normal if $x^2_{count} < x^2_{table}$

To answer the statements of research problem no 3, the researcher uses the following steps:

- a. Determining the homogeneity of two variances
- b. Determining f-test

$$F = \frac{s^2_1}{s^2_2}$$

S^2_1 = variance of data for experimental class

S^2_2 = variance of data for control class

13. Determining the degrees of freedom:

- a. $Df_1 = n_1 - 1$
- b. $Df_2 = n_2 - 1$

14. Determining the homogeneity of the data:

- a. If $F_{table} > F_{count}$ it means homogeneous
- b. If $F_{table} < F_{count}$ it means inhomogeneous

15. Testing difference between two interrelated averages as can be looked for the t-test:

a. $t = \frac{X_1 - X_2}{SDG \sqrt{\frac{s^2_1}{n_1} + \frac{s^2_2}{n_2}}}$ where by:

b. $S^2 = \frac{(n_1 - 1)S^2_1 + (n_2 - 1)S^2_2}{n_1 + n_2 - 2}$



uin

UNIVERSITAS ISLAM NEGERI
SUNAN GUNUNG DJATI
BANDUNG