

CHAPTER I

INTRODUCTION

1.1 Basic Consideration

(Marsh, 1997:3) states “Teaching effectiveness can be evaluated by student, but it begins from the teachers. The teacher’s self-evaluations are useful because these can be collected in all educational setting: at least the teachers evaluate their own teaching”. Evaluations of teachers are very influential on the process of teaching and learning in the classroom. But in this case the process of teaching in the classroom is just dominated by teachers in the classroom and students become listener without responding what the teachers teach. The teachers are not only the center of teaching and learning activities, but they also should make the students more understand and interested to the materials.

The goal of language teaching is to enable the learner to use the language actively not merely to know the language. It means that the language teaching process must be aimed at developing communicative skill. Communicative in language can be done orally or in the written form.

The program of English language teaching in SMK N 1 Gorontalo is not successful yet. This is caused by the technique of teaching that only emphasizes the process of how to know about the language not on how to use the language. Formerly, the teachers in SMK N 1 Gorontalo get difficulties in finding appropriate material or creating enjoyable teaching. The teachers and students have different opinion about the learning process in the class. The teacher can say that the process of study is succeed, but students may have different opinion. They can say that the study is not successful because their teacher is not effective in teaching or the materials make them bored in class. This is the problem which happened in study

process in SMK N 1 Gorontalo. One of the solutions that can be applied to overcome the problem is through implementing an effective language learning technique.

Many effective learning techniques are often used by the teachers in English language teaching process to make the student's to be easier understand the material. These techniques are very helpful for teachers to be more creative in the process of learning. One of these effective techniques is Jigsaw. This technique can help students to share their knowledge. There is also picture clue which can help students to release their mind about the picture itself, and other techniques such as debate, problem solving and role playing can be used to increase students motivation in learning. In this study, the researcher is interested and focused in role play techniques, because this technique is interesting and student will easy to understand the teaching material by using role play. The techniques also can increase their imagination and make them fun and enjoy in learning English subject especially speaking.

Role play as learning techniques offers several advantages for both teachers and students. For students, role play can help them to release their idea. Poorman, (2002, p. 5) states "integrating experiential learning activities in the classroom increases interest in the subject matter and understanding of course content". It means that. Role play is techniques that can increase the students' interest in the teaching material and make them easier to understand what the teacher teaches in classroom.

Based on the statement, the researcher chooses role playing technique and carried out a research to first grade students of accounting class in SMK NEGERI 1 GORONTALO. The reason why the researcher chooses the object of research is because the role play is one technique to make students interested and students will easy to understand the material by using role play itself. Thus, the researcher is interested to know the students' perspective about the role play technique in speaking class and the teaching process in this school was not successful yet.

By considering the problem above, the researcher formulates the title of the study “The Students’ Perspective on the Application of Role Play in Speaking English to the First Grade Students in SMK N 1 GORONTALO”.

1.2 Problem Statement

Based on the consideration above, the researcher formulates the problem statement in to the following question: “how is the students’ perspective on the application of Role Playing in speaking English to the first grade students in SMK N 1 Gorontalo”.

1.3 Objective of the Study

From the description of the problem statement, the objective of this study is to know how the students’ perspective of role playing in speaking English to First Grade Students’ in SMK N 1 Gorontalo especially in students’ X AK.4.

1.4 Significance of Research

The significance of research is to give contribution for SMK N 1 Gorontalo. In order to provide a great information for the teachers about the advantages of applying role playing in the teaching process. By applying this technique in the classroom the students are expected to be more interesting in the teaching process and can improve their speaking ability.

1.5 Scope of the Study

In this study, the researcher is focused on the students’ perspective of role playing in speaking English to First Grade Students’ in SMK N 1 Gorontalo especially in students’ X AK.4.

1.5 The Organization of The Study

This research is divided into five chapters:

Chapter 1 introduction. It consists of basic consideration, problem statement; the objective of the study, significance of the study, scope of study and the last is the organization of study.

Chapter II is literary rivew. Definition of speaking, concept of Role Playing, definition of Role Playing, The rule of Role Playing, Framework and the last explanation is review of related studies.

Chapter III is Methodology of Research. It consists of method of research, subject of research, technique of collecting the data and technique of analyzing the data.

Chapter IV is Research Finding and Discussion.

Chapter V is Conclusion and Suggestion