

# **CHAPTER I**

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#### 1.1 Background of the Study

In Indonesia English is one of the subject that is included on the curriculum of secondary school. The objectives of the teaching English for Senior High School students are : (1) the students are able to read English textbooks and (2) the students are able to communicate in English (GBPP; 1984: iii). Mildred (1979: 20) says that communication can be done in two ways, i.e. oral and written. The oral communication includes speaking and listening, while the written communication includes reading and writing.

It has been stated that the goals of teaching English is to enable students to read and communicate in English. It means that speaking is also included in the goals of teaching English to SMU students. While in GBPP the time allocation for speaking class is limited, so the teacher has to be creative in selecting the techniques and teaching materials of speaking. Besides that, speaking is the most difficult material for the SMU students. During the writer's

teaching practice in Pirngadi Senior High School, especially with the second year students, she found out that the students find difficulties in the speaking class. In order to find the cause of the students' difficulties in the speaking class, the writer did the observation in class while the teacher was teaching. From her observations, the writer found some facts that may cause the students' difficulties. The facts are : firstly, speaking is not the major goal on teaching English, and that is why the teacher does not pay much attention in it. Secondly, the time allocation stated in GBPP for the teaching of speaking is limited. Thirdly, the students do not have enough chances to practice their speaking skills. Fourthly, their surroundings do not provide the situations that can encourage them to practice their speaking skills. In addition to all the difficulties just mentioned, the techniques that are used by the teacher are repetition and drills only and used for every time he teaches. According to Rivers (1972 : 63) learning a second language requires a variety of psychological and social conditions, including techniques, motivation, attention, the availability of appropriate linguistic models, and both the need and the opportunity to use the target language in real communicative situations. It can be

concluded from River's statement that techniques is one of the factors that influence the success for both teaching and learning. As it has been stated that technique is one of the factors that can influence the success of teaching and learning, and there are many techniques in teaching speaking. So, the writer is interested in choosing 'Teaching Speaking Through Dialogs and Role Play' with the hope that by using these techniques the teacher can eliminate the boredom and decrease the students' difficulties.

### **1.2 Statement of the Problem**

Based on the facts mentioned in the background of the study, the problem statements of this thesis are:

- What are the advantages of Dialogs and Role Play for teaching speaking to SMU students ?
- How is the application of Dialogs and Role Play for teaching speaking to SMU students ?

### **1.3 Objective of the Study**

In line with the background of the study, the objectives of this these are as follows:

- To describe the advantages of Dialogs and Role Play for teaching speaking to SMU students.

- To describe the application of Dialog and Role Play for teaching speaking to SMU students.

#### **1.4 Significance of the Study**

The techniques given in this study is expected to give some contributions to the teachers of English in teaching speaking in order to be able to overcome the problems during the teaching activities, and also the techniques are expected to minimize the students difficulties in learning speaking and improve their speaking ability.

#### **1.5 Limitation of the Study**

Being aware of how broad of the topic of this study will be and the limits time given time finish it, the writer finds it necessary to limit the scope of the study. In her thesis, the writer only suggests two techniques that might eliminate the students' boredom, increase their interests and help them to improve their speaking ability.

#### **1.6 Definition of Key Terms**

In order to avoid misunderstanding the writer provide this thesis with the definition of key terms of the terms

which are used in this thesis. They are namely: Dialog and Role Play.

Dialog is a written composition in which two or more characters are represented as conversing or reasoning on some topics (Webster Dictionary Third Edition).

Role Play is an exercise where the students are assigned fictitious role from which they have to improve some kinds of behavior toward the other role characters ( Paus-ton and Bruder; 1970 : 70).

### **1.7 Methodology**

This study is a library research. To obtain necessary information the writer has read some books, papers an ar-ticles about the theory of speaking and the techniques in teaching speaking.

### **1.8 Organization of the Thesis**

This thesis consists of five chapters. Chapter I con-cerns with the background of the study, statement of the problem, objectives of the study, significance of the study, methodology, definition of key terms, limitation of the study, and organization of the thesis. Chapter II deals with the review of related literature. In chapter III the

writer discussed the advantages of dialogs and role play in teaching speaking to SMU students, and in chapter IV the application of dialogs and role play for teaching speaking to SMU students. Finally, in chapter V she gives her conclusion and suggestions of her study.