

CHAPTER I

INTRODUCTION

A. The Background of the Study

Learning model is a whole set of teaching material that is applied in the classroom by the teacher in the teaching learning process. Teacher nowadays should make teaching more interactive and fun to engage the students, they cannot apply the monotonous model in this era. Even the students are different from time to time.

In the curriculum 2013 (K13) which is released by the Education Ministry, it is the improvement and balanced on soft and hard skills in students which includes aspects of competence, attitude, skills and knowledge. Also the position of competence which was originally derived from subjects turned into subject be expanded from competence. It applies scientific approach in teaching to achieve the goals of curriculum 2013. According to Permendikbud no. 81 A 2013 attachment V, that learning process consist of 5 main learning experiences, namely observing, questioning, getting information, associating, and communicating.

In English subject, it states that each standard competency has social functions on subject such as interpersonal and transactional. Based on the syllabus regarding on subject about interpersonal topic in exploring section that students are expected to be able to doing interpersonal interaction in simulation or role-

play. In teaching-learning process of K-13, the technique of teaching that is suggested to use is role-play technique to support student interpersonal skill. Porter-Ladousse (1987: 3) said that role-play activities range from highly-controlled guided conversations at one end of the scale, to improvised drama activities at the other; from simple rehearsed dialogue performance, to highly complex simulated scenarios. Some of role-play performances could be very short and simple, whereas some utterances perhaps are very structured. Meanwhile on the language level it can be the obstacle of the activity.

There are four language skills that should be taught by a teacher to students, which are writing, reading, speaking and listening. Ur (2000) said that of all the four language skills called listening, speaking, reading, and writing, but speaking is the most important one that is very necessary for the effective communication. Both of these skills have relation and as we can see speaking is one of productive skills. Speaking has important role to the success of human beings. It is an interactive activity and occurs under the real time constraints, whereas people can say words and phrases fluently without very much conscious thinking.

Preliminary data has been taken to get the information about the teaching model in learning English at grade 11th in SMKN 6 Medan, it can be seen that the students of Marketing major do not pay attention fully while teaching-learning process is delivered in English. They have more interest to discuss something related with their daily life or major. While the teacher applied teaching techniques “picture and picture” and “Think pair and share” in the classroom, the

student's responses are good enough. They have more focus and enjoy the classroom more, but the researcher did not see the teacher and the students do role-play as suggested in syllabus.

In addition, role-play technique has been investigated by some other researchers. An article from Arman R, Abdul H & Burhanudin A (2016) entitled "The Use of Role-play to Improve Teaching Speaking", and the researchers found that Role-play is effective to improve students' interest to speak English in the nursing classroom. There is significant improvement in their speaking performance on the post test. Role-play is an appropriate technique to be applied in vocational class and teacher should design it to meet students' needs. The material should be contextual with students' major.

Based on the explanation above, the researcher wants to conduct a research entitled: "The Analysis of Role-play technique in Teaching Speaking at Grade 11th Students in Vocational School".

B. The Problem of the Study

Based on the previous discussion in the background, the problem of study is formulated as the following: "How is the teacher applied role-play technique in teaching speaking at SMKN 6 Medan of grade 11th of secretary major?"

C. The Objective of the Study

In the relation to the problem of the study, the objective of study is: “To discover how the role-play technique is implemented in the teaching learning English at grade 11th of SMKN 6 Medan.”

D. The Scope of the Study

In this research, the researcher focuses on analysing role-play technique applied on the topic of “Giving and Asking Opinion” based on Porter-Ladousse theory and Diane Freeman theory at grade eleventh of Marketing major t.a 2020/2021 of SMKN 6 Medan.

E. The Significances of the Study

The findings of the study are expected to be beneficial both theoretically and practically.

1. Theoretically, it is to broaden and to analyse the implementation of theories of role play by consider the major of the students in Vocational School.

2. Practically:

- a) For English teacher, they are aware of choosing topic of role play and speaking material that compatible with the 2013 curriculum for vocational students.

For other researcher, it gives contribution to further studies related to role-play technique and students' speaking activities.

