CHAPTER 1

INTRODUCTION

1.1 Background of the Study

According to Dawson, Zollinger and Elwell (1963:19), "Language arts are a way of communicating through words by speaking, listening, reading and writing." Normal people always communicate with others by using at least one language in order to express their ideas, needs, thoughts and feelings. They also say that " Language is the human being instrument for thinking and carrying on social intercourse."

Indonesia has one national language, that is " Bahasa Indonesia." In addition, there are many foreign languages such as: English, Chinese, French, Japanese, and so on, which are taught and spoken in Indonesia.

English is taught as the first foreign language from Junior High School to university. There are many reasons for this. First, English has been established as an International language which is used by almost every person in an international forum. Second, today English is required on many occasions, such as in developing knowledge, finding a job, managing tourism, and the like.

In the 1994 "SMU" curriculum the time allocated for teaching English for the core program is forty eight hours per semester. It is divided into sixteen hours for structure, twenty eight hours for reading and vocabulary building and four hours for dialogue. Looking at this division, we directly know that the time which is available for speaking is the shortest. Although according to the 1994 curriculum the time division still depends on the teacher, the English teacher seldom gives speaking class to their students.

Based on the 1994 "SMU" curriculum for high school students, we see that there is only one short dialogue or at the most two in each unit. It seems in giving the dialogue, the teacher does not provide adequate practice in using the language and develop it into real situation.

These conditions cause the students to get difficulties in communicating in English when they graduate from high school. This can be detected whenever the students of the English department of Widya Mandala Catholic University have their "PPL" at the senior high school used as training schools. They say that most of the High School students and graduates cannot speak English fluently. The writer can conclude that after learning English for six years in the "SMP" and "SMU", most of the high school

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graduates still cannot communicate in English orally yet.

The 1994 "SMU" curriculum states the objective of teaching English to High School students in Indonesia is focussed on mastering reading skill. Nevertheless, we as an English teacher should not forget to teach the other basic language skills, i.e: listening, speaking and writing, that must be achieved by the students. It can be seen in "Keputusan Menteri Pendidikan dan kebudayaan" number 096/1967 about the function and the objective of teaching English at high school.

It is stated that:

"a. fungsi: ialah sebagai alat untuk :
    1. mempercepat proses pembangunan negara dan bangsa
    2. membentuk persahabatan dengan negara-negara lain;
    3. menjalankan "foreign policy" kita

b. tujuan: ialah "working knowledge of English"
    yang terinci sebagai berikut :
    1. effective reading ability;
    2. ability to understand spoken English;
    3. writing ability;
    4. speaking ability.

Moreover, Widowson (1978:1) points out that "the aims of a language teaching courses are very often defined to the four language skills : understanding speech, speaking, reading and writing."

Dawson (1963:3) state that "the spoken word comes first". It is because children learn to speak (oral commu-

nication) first, then to read and write (written communi-
cation) in the school period. Oral communication is much
more used in the affairs of daily life than in written
one. Moreover, he also suggest that "ninety-five percent
of our language needs in today's world are in oral area.
Oral communication is more frequent and generally more
valuable for social needs than in written communication".
In other words, through speaking and listening, most every
domestic, business and public affairs are arranged and
carried out. Because oral communication is so common and
so necessary, that's why in teaching English the teacher
shhould develop not only the student's writing communica-
tive competence (passive), but also oral one (active).

Looking at the above problems, the writer is eager to
give suggestion about how to develop oral communicative
competence at Senior High School through role play. The
writer's purpose of choosing this technique is to provide
activities which the teacher can enable the students to
use English as a means of oral communication in the real
situation.

1.2 Statement of the Problem

In line with the background of the study, the problem
described in this thesis is:

- What are the advantages of using role play in developing oral communicative competence for senior high school students ?

1.3 Objective of the Thesis

To give the English teachers the alternative of how to developing oral communicative competence at senior high school in order that the students can communicate in English more effectively, this thesis intended to present the specific objective, that is :
- The advantages of using role play in developing oral communicative competence for senior high school students.

1.4 Significance of the Thesis

The writer hopes that this study will give some help and contribution for the English teachers to develop the students' oral communication by using role play.

1.5 Scope and Limitation

Communicative Competence consists of abilities of listening, speaking, reading and writing. In this thesis the writertries to discuss only the speaking ability since

she realizes that the thesis is written within a limited time and knowledge. Realising that there are many communicative techniques offered by many linguists, the writer feels necessary to limit the scope of this thesis. She suggests role play that might be useful and helpful for developing oral communicative competence for senior high school students.

1.6 Definition of the Key Term

In this thesis, there are two main terms too be defined, namely: communicative competence and role play. Communicative Competence is an ability to choose linguistic forms of a language and use them spontaneoously involving one or more other persons appropriate to the situation and circumstances. He has to know not only the language forms, but also be able to to use them to his communication in real situations and real time. In short, it is the ability to use the language system appropriately in any circumstances.

Role play is defined by Paulston and Bruder as an exercise where the students are assigned fictitious roles from which they have to improve some kinds of behaviour toward the other role characters in the exercise.

1.7 Methodology

In writing this thesis, the writer uses a library research. At the beginning, she reviews the literature dealing with oral communication and role play. From these books, the writer finds many opinions and ideas which are relevant with the study and add her own ideas.
Completing this study, the writer attempts to find some materials based on the technique.

1.8 Organization of the Thesis

This thesis consists of five chapters. In chapter One we can find the Introduction of the Thesis that deals with the Background of the Study, Significance of the Study, Limitation and Scope, Definition of the Key Terms, methodology and Organization of the Thesis. Chapter Two will discuss about the Nature of Communicative Competence which deals with the Definitions, Oral Communication vs Written Communication, the Aspect of Oral Communication and the Importance of Developing Oral Communicative Competence to senior high school students.

Chapter three is about role play. In chapter three the writer explains what role play is, the time and place

to use role play, the reasons of using role play (the advantages) and the running of role play.

In chapter four the writer tries to explain role play activities in the classroom.

At last, chapter Five, is the conclusion of the thesis. Here the writer gives the conclusion and suggestions.