

**TEACHING SPEAKING BY USING REPLACEMENT PERFORMANCE
ROLE PLAY TO SENIOR HIGH SCHOOL STUDENTS**

PAPER

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ABSTRAK

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Berbicara adalah salah satu kemampuan yang harus dimiliki dan dikuasai siswa dalam pembelajaran bahasa Inggris disamping kemampuan lainnya seperti mendengarkan, membaca, dan menulis. Namun pada kenyataannya banyak siswa mengalami kesulitan dalam berbicara, terutama dalam kelas seperti ketakutan saat berbicara karena buruknya pengucapan dalam bahasa Inggris, kurangnya kosakata yang dikuasai siswa, dan malu dalam mengungkapkan ide atau gagasan. Dalam paper ini penulis membahas penggunaan Replacement performance role play untuk meningkatkan kemampuan siswa dalam berbicara.

Dalam menerapkan teknik ini guru membagi dalam 2 kali pertemuan. Pertemuan pertama guru melakukan kegiatan memutar video yang berhubungan dengan topik dan setelah itu guru dan siswa mendiskusikan apa itu role play, apa itu replacement performance role play dan bagaimana cara menampilkan role play dengan baik. Pertemuan kedua guru memberikan kesempatan kepada siswa untuk menampilkan adegan yang telah mereka diskusikan bersama grup yang telah ditentukan. Kemudian guru memberikan penghargaan bagi grup yang menampilkan penampilan terbaik

Sebagai cara untuk membantu siswa dalam mengatasi kesulitan siswa, teknik ini diharapkan dapat memberi keleluasan pada siswa untuk berbicara, karena siswa tidak terfokus hanya dalam topik berdasarkan buku yang diberikan oleh guru tapi mereka bebas mengekspresikan penampilan dalam beradegan dengan teman. Diharapkan metode yang diberikan ini akan lebih menarik dan menyenangkan bagi siswa sehingga mereka tidak merasa bosan selama belajar bahasa Inggris.

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CHAPTER I

INTRODUCTION

A. Background of Problem

Teaching English in the school is intended to develop the students' communicative competence which emphasize the four language skills namely listening, writing, reading , and speaking. Speaking is the most important skill, because by having this skill a student is able to carry out conversation. Speaking is also an interactive process of constructing meaning that involves producing, receiving, and processing information. The students should have the ability to speak English in order to be able to communicate with others.

Using English for speaking is complicated rather than simple, because the speakers should master several elements such as pronunciation, grammar, vocabulary, fluency, and comprehension. In that case, the teacher should be creative in teaching-learning process to create good atmosphere, improve the students speaking competence, give attention to the elements of speaking, and make the English lesson more exciting and fun.

School Based Curriculum (2006) explains teacher should use genre based approach. Teachers should also integrate four skills in learning process. The activity in the class should be suitable with lessons plans that English teacher use when they teach. And then teachers can also adapt lessons plan with situation in the school.

In the implementation, some of teachers sometimes separate the four skills in lessons plans. For example, teacher separate skill in each meeting. In first meeting, teacher focus on reading skill only. In second meeting, he or she can focus on listening and writing skills, and third meeting focus on speaking skill. In other word, first meeting is just for listening and speaking and the next meeting focuses on reading and writing.

In fact, based on interview with one of English teacher from SMU No 3 Payakumbuh, when learning speaking, the students often find some problems. The problem frequently found is that their lack of confidence to perform in front of the class, because they are afraid to make mistake. Other reason is because lack of motivation to practice the language in daily conversation. They are also too shy and afraid to take part in the conversation. Many factors can cause the problem of the students' speaking skill namely the students' interest, and the material.

Beside that, teacher also has some problems in teaching. First, background knowledge that he/she has when teach is not adequate. They often use wrong pronunciation while pronouncing the word. Second, there is only one technique that teachers use while teaching the students. Third, there is no suitable media that teacher use including the technique in teaching English. Teaching speaking needs appropriate techniques in order that the students are active and creative in speaking class. Many techniques can be applied in speaking subject including simulation, story telling information gap and role play.

Role play is very important in teaching speaking because it gives students an opportunity to practice communication in different social context and different

social roles. In addition, it also allows students to be creative and to put themselves in another persons' place for a while. According to Hatting (2000) based on his observation in the conversation class, the role play would seem to be the ideal activity in which students could use their English creatively and it aims to stimulate a conversation situation in which students might find themselves and give them an opportunity to practice and develop their communication skill.

Snarski et al (2007) state that the benefits of using role play they are getting less talkative students to speak in class, improving communicative competence and fluency and providing practice for real-life experiences. For students, role play has been touted as fun and motivational because they allow students to be creative and express themselves. They also report that role play format increases student-to-student interaction in the class room and a need for students to pay closer attention to each other during the activity.

One technique in role play is called Replacement performance in role play. This technique is quite different with regular role play. In this technique students are asked to replace the characters from the scene or video that they see before. For these reasons, this paper will explain strategy to increase students speaking ability using replacement performance role play in the language classroom.

B. Limitation of the Problem

Based on explanation above, this paper is going to discuss how to teach speaking to SMU students by using replacement performance role play.

C. Formulation of the Problem

The problem will be formulated into 1) How can teacher use replacement performance role play in teaching speaking? 2) what are the advantages of replacement performance role play in teaching speaking to SMU students?.

D. Purpose of writing the Paper

The purpose of writing this paper is to discuss how teacher can use replacement performance role play in teaching speaking to SMU students and what advantages of replacement performance role play in teaching speaking to SMU students are.

E. Significance of the Paper

It is expected that this paper will be useful for English teachers to teach speaking to SMU students. For students teacher, it is expected that they can apply this technique in the class room and it can also add literature about teaching technique.