

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Speaking is productive skill. Productive skill is the skill which is needed to produce a language. It means when a teacher talks with students, utterances will be produced and they should be meaningful. Speaking is one of the ways to communicate among people all over the world. On the other hand, communication itself is an essential need for human beings. By speaking, students may express about what is felt and what is thought. Richards (2008:19) states that in speaking students tend to be getting something down, exploring ideas, working out some aspects of the world, or simply being together. Moreover, learning to talk in a foreign language is often considered being one of the most difficult aspects of language learning for the teacher to help the students.

In addition, Barras (2006:2) states that speaking skill is an important part in English. Speaking is the process of building and sharing meaning. Speaking is the skill which can develop and activate all of language elements such as vocabulary, grammar, fluency and pronunciation. Therefore, students should learn those components of speaking to be a good speaker. It means that the aim of speaking skill in learning English language for students is that they are able to use language to communicate effectively and appropriately. Speaking enables students to express their ideas and feeling orally in English or speak automatically without thinking for a long time before saying what students wish to say. This signifies that speaking

performance is very important language skill that should be mastered. Based on the interview with the English teachers at SMP Sapta Andika Denpasar, the researcher found that the Eighth grade students had low speaking skill. It was because during the lesson, the teacher only focused on giving material and then writes and reads, after that the teacher asking students to answer questions in the students' book without giving them opportunity to talk and also the teacher only uses PPP technique. PPP is an abbreviation of Presentation, Practice, and Production; it is a technique that is widely used in teaching simple language at a lower level. In the PPP technique, there are three stages: the teacher first presents the target language, students then practice new language items, and finally they use their own ideas to talk about themselves. However, this technique requires them to study individually without collaborating so they cannot develop themselves.

Furthermore, PPP was not an effective technique to teach speaking. The teacher only focused on the students to make conversation; in addition, the teacher rarely asked them to work in groups. Meanwhile, the teacher also allowed the students to bring their text while performing the conversation. It made them unconfident with themselves. The teacher technique that was used in the teaching learning process did not motivate, and it did not affect the students' speaking skill improvement. Students just used their imagination and it took a long time for the students to start their speaking. They seemed to be bored by the material because they did not have any opportunities to learn. It made the students could not express their ideas and this situation made them confused to start their speaking.

There are many teaching techniques in speaking; one of them is a Role Play technique. This is one of great techniques to facilitate conversation and also to make

students develop their ideas while speaking. Role play is a technique to teach by setting up the students in pair or group. The purpose of implementing role play is to generate opportunities for the students to become more active in teaching learning speaking. Role play gives the students more practices in different social contexts and roles. The teacher asks them to make some groups which consist of three until four subjects and then the teacher ask them to choose a situation that is provided. The teacher asks them to make a short role play based on the situation. Finally, the teacher asks the students perform their role play in front of the class.

In teaching learning process through the implementation of role play technique, there are some strengths of role play. For example, it gives the students opportunity to practice in different social contexts and social roles. Besides, it can encourage them to create their performance as well as possible due to the freedom given to them to make up dialogue by themselves. Therefore, it may also allow them to be forthright in giving their opinion and the teacher do not ask them to only retell what is already prepared by their teacher. In addition, teaching speaking through role play makes them more active during the language class. It is an excellent technique to be implemented in the classroom because the students are the ones who give more contribution. In conclusion, by using role play, it was expected the problem that was faced by students can be solved easily.

In conclusion, based on the explanation above, teaching technique that was used by the teacher may give affects to the students' learning achievement and it could increase their motivation in learning. Thus, the use of appropriate technique was very important in order to improve students' speaking skill. One of the effective techniques that was appropriate to improve students' speaking skills was role play

technique. In the present study, the researcher highly interested in conducting the present study to find out the improvement of speaking skill. Therefore, the researcher was interested to carry out a research entitled “The Implementation of Role Play Combined with Picture to Improve Speaking Skill of the Eight Grade Students of SMP Sapta Andika Denpasar in Academic Year 2021/2022”.

1.2 Research Problem

Based on what the researcher has already described in the background of the study, the main problem of this study had been explained that the Eight grade students of SMP Sapta Andika Denpasar had low ability in speaking and it could influence their language ability; therefore, the solution to solve the problem was by changing the strategy that the teacher used previously with the new strategy to improve the students’ ability so the proper technique should be applied. Role Play which was combined with picture would be an appropriate teaching technique in solving the students’ weaknesses and problems in speaking. Thus, the research problem that was researched in this study can be formulated as follows: can speaking skill of the eight-grade students of SMP Sapta Andika Denpasar in academic year 2021/2022 be improved through role play combined with picture?

1.3 Objective of the Study

To make the present study well directed, it is needed to declare an objective to be achieved. In accordance with the research problem that has been stated above, every research has the goal of why it should be done. Generally, finding a solution

of the research problem is the main objective of the study. In the process of learning to speak a foreign language, it is really possible for students to face the problems of speaking. Furthermore, the teaching process must be modified with a good technique, such as using role play combined with picture in teaching speaking. Based on the background which has been described previously in the research problem, the objective of this study was to find out whether speaking skill of the eight-grade students of SMP Sapta Andika Denpasar in academic year 2021/2022 can be improved through implementing role play combined with picture.

1.4 Limitation of the Study

The discussion of speaking skill is considered very broad and complex in the coverage of the study and the researcher has limited time to do the study. Therefore, in order to focus on a specific area of speaking skill and to avoid misunderstanding and misleading in doing the classroom action research, the research should be limited. In the present study, it was limited on improving speaking skill of the eight-grade students of SMP Sapta Andika Denpasar in academic year 2021/2022 through role play combined with picture. As the school understudy used 2013 curriculum and based on the syllabus of the tenth-grade students that the researcher got from the English teacher, the present research would mainly focus on the fourth main competency and basic competency.

The fourth main competency was trying, processing and presenting in the realm of concrete (using, decomposing, assembling, modifying, and making) and abstract domains (writing, reading, calculating, drawing, and writing) in accordance with what was learned in school and other sources in the same perspective/theory.

The basic competency (4.1) was about constructing a short oral interactional and interpersonal text about expressing happiness in line with the social function, text structure, and linguistic elements which are correctly and contextually, and (4.6) was about constructing a short and simple written and oral interactional and transactional text involving the act of expressing happiness in line with the social functions, text structures, and correct language elements and contextually. The speaking skill was limited on constructing and performing a short conversation in a group based on the situation and their roles in daily interaction such expression of asking and giving opinion. Furthermore, it should fulfill the criteria of the scoring rubric: fluency, comprehension and grammar.

1.5 Significance of the Study

The research that is done by a researcher always produces significant results. The results of the study are expected to have both theoretical and practical significance in teaching and learning process in the classroom. Moreover, the research results that would be conducted needed to have benefits for the researchers themselves or for other people. In the present research, the researcher was concerned with improving speaking skill of the eight-grade students of SMP Saptia Andika Denpasar through role play combined with picture in producing interactive speaking. Through this research, the researcher is highly expected to get a meaningful and significant outcome of the research findings as follows:

Theoretically, the results of this study are expected to contribute the substantial support to the existing similar research findings which have revealed the

importance of making students understand about the implementation of role play combined with picture as a teaching technique. Afterwards, this research could enrich theories and the findings of this research can be used as references for future study related with role play combined with picture in teaching speaking skill. In addition, the findings can be used as empirical evidence which give information to the other researchers and to strengthen the contribution. These findings can expose further research and it could be used as a basis of doing similar study in this area.

Practically, the findings of this research are expected to be beneficial for the English teachers, students and other researchers. For the English teachers, this technique can give a useful contribution in teaching speaking because teachers can modify this technique with another technique and also to widen their knowledge to be creative to apply the technique in order to improve the students' learning achievement. Furthermore, the teachers can apply the strategy to improve students' knowledge and make an atmosphere in teaching learning process more active and interesting. For the students, the outcomes of the present study are expected to be able to solve the students' problems in learning speaking and also improve their speaking skill to gain their confidence in speaking English. Finally, for other researchers, the research findings are hoped to be used to add the reference of role play and also to find the weaknesses in order to enhance further researches.

1.6 Definition of Key Term

There were some key terms that were related throughout the research. The researcher used some several specific key terms to avoid misunderstanding and make sure the readers clearly understand about the research which was conducted in this study. Through these key terms, the readers can find and get the point of the main topic that would be discussed in the present research quickly. According to the title of the present research “The Implementation of Role Play Combined with Picture to Improve Speaking Skill of the Eight-grade Students of SMP Sapta Andika Denpasar in Academic Year 2021/2022.” The researcher also should give some operational definitions of key terms. In addition, the key terms which would be used in the present study were speaking skill and role play combined with picture. The definition of the key terms was clearly defined as follows:

1. Speaking Skill

Speaking skill is operationally defined as the ability of the eight-grade students of SMP Sapta Andika Denpasar in academic year 2021/2022 in constructing and performing a short conversation about expression happiness which was assessed based on the criteria: fluency, comprehension, and grammar.

2. Role Play Combined with Picture

Role play combined with picture is a teaching technique which combines role play and picture as teaching media, and it is used to teach speaking in the

learning process in which the teacher presents a picture of situation and roles and the students are asked to make a group consist of three students. The students are asked to observe a picture that is related to the learning material to help them imagine the situation of short role play. After that they are asked to make new group that consist of the students who get the same role to prepare about their own role in a group discussion together. They are asked to return of their first group to prepare the role play. They are finally asked to performance the short role play in front of the class.



CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

Theory is more accurately defined as a set of interrelated concepts that presents a systematic view by specifying relations for the purpose of explaining and predicting the phenomena. Theoretical review is a review of the theories that are related to the conducted study. It is used to support and build this study to be firmer and more based on the fact. The present study needs to be supported by theories which have already been given by the experts. There are some sources from several literatures that are related and support this study. The present study is conducted based on some theories that are stated in the form of some theoretical frameworks such as speaking skill, Problem based learning model combined with picture, and speaking assessment.

2.1.1 Speaking Skill

The four language skills like listening, speaking, reading and writing become the main requirements in which each supports the others. In learning a language, speaking is the ability that should be improved. Speaking is a way to show, deliver, and transfer information orally about ideas and thoughts from speakers to listeners. In addition, speaking is a basic language skill which is significantly important since it was used in everyday activity. Therefore, it is also important to be mastered since it is key of communication in sharing idea, feeling, opinion, and information. Moreover, speaking is also an interaction which refers to

a casual conversation and describes conversation that serves a primary social function and also the speakers have to be competent in speaking skill. Thus, the teachers need to be smart how to make the students active and understand.

Pollard (2008:33) states that speaking is one of the most difficult aspects for students to master. This is hardly surprising when one considers everything that is involved when speaking such as ideas, how to use grammar and vocabulary, pronunciation as well as listening to and reacting to the person when communicating. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. It means that the speaker is required to process and answer the information they get through direct communication. This situation often occurs in real situations of daily life, such as in discussions, meetings, etc. Moreover, the fluency and understanding of the speaker is needed to reach the goal or know the point of conversation they are doing.

In addition, Richards (2008:20) states that speaking is an activity that someone uses to communicate each other. Furthermore, speaking skill seems very important because it influences daily life. On the other hand, speaking is the way for interacting with each other, expressing ideas, giving suggestions and comments, and sharing information. Therefore, the teacher should provide and give more opportunities and talking time for the students in speaking class, create the best environment for them, and motivate them in order to encourage them to be braver and feel confident to express their ideas and opinions in communicating process. In addition, it is also supported by looking at the aim of learning a language that is

communicating using the language fluently. The teacher allows the students to express themselves freely without having interruption.

Speaking is the ability that people do in many parts of their lives. All of the students from beginner are needed to learn English especially in speaking skill. Harmer (2007:343) states that speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability of process information and language at that time. A speaking activity is more difficult than the activity with language in written form. In speaking, people communicate with others directly, so students need to focus not only on the product itself but also the process of speaking. They need to think about what they want to speak and express in order to share their thoughts and their ideas to develop a good speaking.

Meanwhile, Thornbury (2005:1) states that speaking is a speech production that becomes a part of daily activities. According to this statement, speaking has a crucial place in the community and environment as a skill to be mastered. Most of speaking activities are in the form of face-to-face dialogue; therefore, speaking involves interaction. However, on the implementation, both teacher and students often find some difficulties in teaching learning process. Therefore, speaking skill is the essential skill to be taught because speaking has effective meaning in communication and relate in many segments of people's life and school. Through speaking, people can express their thoughts, ideas, or feeling because it is used as a tool of communication that is used by the people to communicate each other.

Burns and Claire (2003:5) argue that in real life, many learners think that people who get success in speaking surely get success in learning English because

they think the first aim of learning English is successful in speaking skill. This statement is absolutely correct when students are able to speak English would be easier for them to communicate with foreigners who come to Indonesia or other people in other countries. Therefore, English as students' foreign language can be surely improved if they talk a lot with the foreigners who have English as their native speakers. It causes that they know much about English and getting information through them is a good idea. Thus, it will make the students learn faster in learning English and gain their knowledge for other countries.

Speaking is a productive language skill which has the main focuses to the output produces. Nation and Newton (2009:5) state that many spoken activities will include a mixture of meaning-focused input and meaning-focused output. In case, one person's output can be another person's input. It means that speaking is the skill that produces oral language to give a speech or spontaneous replay and at the same time also listening the answer from the other people. It becomes two ways of communications that need a good comprehension about the topic that is being discussed, the fluency to speak their ideas, and grammar so there will be no misunderstanding with the other point. In learning, whether the students are right or wrong, the teachers give the same word or phrase correctly, using a tone of voice that conveys interest and support, but which does not say right or wrong.

Furthermore, Wallace et al. (2004:11) describe that it is useful for students to know that speech should differ in formality, such as when speaking to a judge, teacher, parent or playmate. In official speech, they have to use formal English form, meanwhile for everyday conversation they may use informal English form. Therefore, teacher should introduce to students which one is the formal English and

which one is the informal English form. They have to be taught how to use formal English and informal English to enable them to use the correct form in every situation they will get in the future. Turk (2005:1) states that speaking is productive skill in oral communication. Speaking is also the direct route from one mind to another and it is the way that is usually chosen to ask a question, or give an explanation. Thus, it will be teacher's responsibility to introduce the skill to the students, and the skill that students' need to experiencing often is speaking.

Moreover, Cameron (2001:40) states that speaking is an active use of language, but it differs in the mental activity involved and demands that they make on the learners of language, in terms of finding and sharing meaning. In other words, speaking is the active use of language to express meaning so that other people can make sense of them. To construct understanding in a foreign language, learners will use their existing language resources which are built up from previous experience of English use. To speak in English foreign language in order to share understandings with other people requires details of the language. A speaker needs to find the most appropriate words and a correct grammar to convey meaning accurately and need to organize the discourse so that the listener will understand.

Based on the statements above, it can be concluded that speaking is one of the four language skills which becomes a priority in teaching English as a foreign language. It is considered as an important aspect in communication to express and convey the ideas, meaning, information and one's thoughts in spoken language. Moreover, through learning speaking skill, students might feel more confidence and speak fluently while they do an interaction with others. It becomes good for the students to speak English because it will enable them in facing the development of

technology and globalization era for their future. On the other hand, according to Luoma (2004:9), when people hear someone speaks, they pay attention on what the speaker sounds like almost automatically. On the basis of what they hear during speaking, they make some tentative and possibly subconscious judgment about the speaker's personality, attitudes, home region, and native speaker status.

2.1.2 Role Play Combined with Picture

Role play is very important in teaching speaking because it gives students opportunity to practice communicating in different social interactions and social roles. It also allows students to be creative and active. In addition, the students are free to express themselves in a way that makes them more confident when playing the role play. Besides, they also share their experience over the role and situations. Therefore, role play is an activity which can develop and improve student speaking skill. There are numerous definitions of a role play activity. In this case, the researcher wants to quote some related definitions of role play based on the need of this research. Thus, the researcher provided explanation as follows.

Broughton et al. (2003:82) state that role-playing is a flexible technique which can be used in more structured and predictable way to the controlled stage, or alternatively with less guidance at a later stage where continued practice is turning into active production. Furthermore, through role play activities or techniques, the students learn how to express ideas, opinion, or feelings to other by using utterances in target language. The students also get the changes to speak in an interesting way and they may also act as someone else's by doing this technique.

Therefore, role play can improve learner's speaking skill. Role play also gives some times for the students to think about what they are going to say; thus, their conversation can be prepared well and it is understandable.

Nunan (2003:57) also states that students will be given a particular rule in the target language. In applying role play, they will be nervous when they have to perform in front of the others, especially the teacher. However, the time will have them familiarize and more practice their speaking skill by using role play. Besides, role play gives an opportunity for the students to practice their speaking skill in the target language before facing the real conversation in a real environment. Students may feel less anxiety when they do the real conversation by using the target language because the topic in role play will be set on real life situation. Thus, the students are easier when making a spontaneous conversation.

Richards (2006:20) states that role play is an activity in which students are assigned roles and improvise a scene or exchange based on given information or clues. Furthermore, Harmer (2007:17) writes that role play can be used to encourage oral fluency or to train students for specific purpose. For example, how the students in vocational school are drilled to practice about how to book a hotel's room and book an airplane's ticket etc. The situation which is really needed can be simulated in the classroom; it can be modified as what the students' necessity is. By taking a role to be someone else, the students will feel more confident to say what is on their mind. Role play also gives some times for the students to think about what they are going to say; thus, their conversation can be prepared well because the topic in role play will be set based on real life situation.

In addition, Brown (2004:174) states that role playing is a popular pedagogical activity in communicative language-teaching classes. Within constraints set forth by the guidelines, it frees students to be someone what creative in their linguistic output. In some version, role play allows someone rehearsal time so that students can map out what they are going to say. Furthermore, students find good chance how to improve their speaking skills because they are allowed to speak up in interesting ways. On the other hand, students also need clear guidance through sharply defined scenarios, roles, and events. The teacher sets up the situation in teaching learning process. It means the teacher should give the topic or situation to the students and allow them to make their own dialogue.

Moreover, to make the teaching learning process interesting for the students, in this study, the researcher used picture as a media to help the students imagine the short role play based on the situation that had been given by the researcher. Using picture may encourage them to be enthusiastic to follow the role and helped them easier in making a short role play with their group.

In addition, Larsen-Freeman (2000:127) states that the teacher is responsible to establish a situation likely to promote communication. Therefore, the researcher used a picture as a media in this study to help the teaching and learning process in order to establish a situation of learning activities which involve real communication.

According to Harmer (2007:177), teachers have always used picture or graphics whether drawn, taken from books, newspapers, magazines, or photographed to facilitate learning. Picture can be in the form of flashcards, large wall pictures (big enough for everyone to see details), cue cards (small cards which

students use in pair or group work), photograph or illustrations (typically in a text book). Some teachers also use projected slides, images from an overhead projector, or projected computer images. The teacher also draws a picture on the board to help them give the explanation and language word to the students. These could help both teachers and students in the teaching and learning process.

Besides, role play is a speaking activity which is defined as a technique in teaching speaking that involves fantasy or imagination to be someone else in a specific situation for a while, improvising dialogue and creating a real world in scenario. It aims the students to encourage thinking and creativity, let students develop and practice new language and behavioral skills in a relatively and can create the motivation and involvement for learning to occur. Besides, the researcher also used picture as media when the teacher described and set up the situations. From so many classroom speaking techniques, the researcher concludes to use role play as the teaching technique to be implemented in the classroom. There are some steps that should be considered by the teacher to teach the students by applying role play combined with picture which was adapted from Pollard (2008:36), as follows:

1. The teacher divides the students into some groups consist of three students.
2. The teacher asks the students to observe a picture which is related to learning material to help them imagine the situation of the short role play.
3. The teacher asks the students to make a new group which consists of the students playing the same role to discuss their role together.
4. The teacher asks the students to return into their first group and construct the short role play.

5. The teacher asks the students to perform the short role play in front of the class orally after the group discussion.

2.1.3 Speaking Assessment

Assessment is a procedure for collecting the data of the students. Assessment is thus used in the learning process. In order to assess and evaluate the students' oral communication during a subset of evaluation in a research through the subjects' result by the technique that the researcher does during the process. In other words, assessment subsumes testing and is in turn subsumed by evaluation (Nunan, 2004:134). According to that statement in this present research the researcher will conduct the testing to evaluate the improvement of students' skill through a technique that is English learning process, the method used is depended on the purpose of the assessment. It includes the more formal collection of data on learners' performance along the study that they do in the classroom.

Brinley in Carter and Nunan (2000) states that the term in assessment refers to a variety of ways of collecting information on learner's language ability. The students' evaluation is often regarded as principally benefiting for the teacher and administrators that overlooks to direct contribution of evaluation as feedback to the teachers. This mainly deals with the teaching learning process that can be administered by carrying out a series of test. On the other hand, Hughes (2003:113) state that the objective of teaching spoken language is the development of the students' ability to interact successfully in that language, and that this involves comprehension as well as production. It is also assumed that at the earliest stages

of learning formal testing of this ability will not be called for informal observation providing any diagnostic information that is importantly needed.

According to Brown (2004:4), assessment is an ongoing process that encompasses a much wider domain. Whenever a student respond to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of the student's performance. It means that assessment is the part of teaching and learning process. In all activities of the students to respond the teachers' question although only in a sentence, it can be named assessment. Moreover, Luoma (2004:29) claims that when teachers are assessing speaking, they guide the examinees' talk by the tasks that they give them. Assessment has important roles in teaching and learning. By assessing students, the teacher can measure how far they can understand the material that has been given.

The main purpose of classroom instruction is to help the students achieve a set of intended learning goals. These goals should typically include desired changes in the intellectual, emotional and physical spheres. When classroom instruction is viewed in this light, assessment becomes an integral part of the teaching-learning process. Furthermore, the intended learning outcomes are established by instructional goals, the desire changes in the students are brought about by the planned learning activities, and the students' learning progress is periodically assessed by test and others assessment devices. Although the independent nature and learning is beyond dispute the independent nature of teaching, learning and assessment is less often recognized (Miller et al., 2009:33).

In addition, according to Luoma (2004:1) to speak in a foreign language, students must master the sound system of the language and have almost instant access to appropriate vocabulary and be able to put words together intelligibly with minimal hesitation. It means that to construct the speakers' understanding in foreign language, they need to use their existing language resources and make up their previous experience to communicate their idea, thought, and information. This becomes challenging for the researcher to assess speaking through many factors of influence or impression for someone to speak well in correct criteria of speaking skill especially in the teaching and learning process. These criteria are important consideration in assessing speaking performance objectively.

According to Harmer (2001:100), the teacher gives the students' assessment of how well they have done, whether during a drill or often a longer language production exercise. The way the teacher assesses the students will depend on the type of activity the students are taking part in. However, the teachers have their own assessment in the form of rubric with the scores and its own explanation based on the category that is assessed. Assessment of students' performance can be explicit when the teachers say that it is really good, or implicit when during a language drill without making any comments or corrections. Among four skills, speaking skill is a difficult one to assess with precision, because it is a complex skill to acquire.

Thornbury (2005:125-126) tells that there are commonly five types of spoken test to use, such as: interviews, live monologues, recorded monologues, role-plays, and collaborative tasks and discussions. Through that statement, the students are required to master the speaking skill not only by themselves (monologue) but also with their partners (dialogue). Moreover, the tasks that will

be used by the teachers in the classroom are suitable and according to the topic that are discussed during learning process. There are two main ways teacher in assessing speaking skill: holistic and analytic scoring. Holistic scoring is done by giving a single score of an overall impression and it has the advantage of being quicker and probably adequate for informal testing progress. Analytic scoring is scoring in which teacher gives separated scores for different aspects of the task. By using scoring rubric, it makes the teacher easier to assess the students' speaking skill.

Based on the explanation above, the students need to prepare with sufficient pronunciation, vocabulary, and language function to be used in communication before they are assessed. According to Brown (2004:142-143), there are sixteen components that are used to draw up criteria for assessing students' speaking skills. Because of the statement, it is expected that students can speak fluently and accurately during their speaking activity and students' achievements in speaking can be assessed optimally as well. From the explanation above, the researcher carried out the explanation of assessing speaking by Brown (2004:172) which is only focused on three aspects: fluency, comprehension and grammar; thus, the students' achievements in speaking can be assessed optimally.

2.2 Empirical Review

The empirical review is the review of previous researches which are relevant to the present research. The present research that was done by the researcher has already been conducted by some researchers. The researcher would review two previous researches in order to support the findings of the study, it is important to review some empirical evidence of the previous study. In conducting this study, the

researcher wanted to improve the students' speaking skill through problem based learning model combined with picture. In other words, the empirical review could be a comparison for the present research towards the previous researches. In this empirical review, the researcher would review. Two previous researches as follows:

The first researcher was conducted by Nopiani (2014) entitled "Teaching Speaking Skill through Role Play to the Seventh Grade Students of SMPN 1 Payangan in Academic Year 2013/2014". The purpose of this study was to find out the implementation of role play to improve speaking skill in learning process of the seventh-grade students of SMPN 1 Payangan in academic year 2013/2014. The results showed that students' speaking skill can be improved after they were taught by implementing role play. The improvement of the students' achievement also could be seen from two cycles conducted. In this study, role play technique contributed positive things to improve students' interest in their speaking skill.

The second similar research was conducted by Sugiastini (2015) entitled "Teaching Speaking Skill through Role Play to The Eighth Grade Students of SMPN 2 Kuta in Academic Year 2014/2015". The objective of the study was to figure out the effectiveness of role play technique in teaching speaking to the Eighth grade students of SMPN 2 Kuta in academic year 2014/2015. In addition, the researcher found that the speaking skill of the Eighth grade students of SMPN 2 Kuta in academic Year 2014/2015 was good and it significantly improved after the researcher implemented role play technique. In her research, the researcher also assessed all components of speaking in mastering speaking skill.

As what has been aforementioned, the researches revealed that the use of role play can help them easily in constructing and performing the language in oral and can help them easily in developing their ideas. The teaching technique could make the students perform their speaking fluently. However, both of the researches did not explain briefly the theory of role play and they did not give clear explanation the steps of role play so that some of the students get bad grades and the students became confused in following the technique. In addition, they did not use media in their researches. In the present research, the researcher explained briefly the steps of role play which was adapted from Pollard (2008) and the research also used picture as a media in teaching learning process. The procedural steps of role play combined with picture was strictly based on the abovementioned expert. Therefore, the students would understand clearly about the instructions and they could perform confidently in front of the class without any confusion. Moreover, the technique was much more interesting because the researcher made use of media, picture.

