

CHAPTER I

INTRODUCTION

A. Background of the study

In Indonesia one the basic demand needed by students in preparing themselves to face global era is skill to use English Language as language communication in oral or writing. The government of Indonesia has included English language into curriculum of junior and senior high school. This action intends to improve students' human resource especially in English language. The Indonesian students are expected to be able to communicate in English. There are four language skills that students have to master, they are listening, speaking, reading and writing. But, in this research focused on students' ability of speaking because a skill in speaking English will help students in developing their intellectual, social, and emotional.

The teaching of English in junior school is intended to develop the student communicative competence which emphasized four skill covering listening, writing, reading, and speaking. Speaking is the most important skill, because it is one of the abilities to carry out conversation. Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. Speaking also plays an important role in foreign language setting.¹ It is used to express and translate thought, ideas and feeling into language in spoken form. The

¹ Saidna Zulfiqar A. Bin Tahir, "Improving Students' Speaking Skill Through Yahoo Messenger at University of Iqra Buru", In *International Journal of Language and Linguistics*, Vol. 3 No. 3 (15th of May 2015), 176.

student should have the ability to speak English well because people identify the English mastery with their English speaking and in order that they can communicate with others.

The way of teaching speaking is tended to give basic competence about the language itself and to give opportunity for the students to express their idea in speaking class. But teaching speaking is not an easy job for several reasons. First, it relates to the condition of students who lack of the vocabulary mastery. Second, they like to use their native language more than English in the teaching learning process. Third, they rarely practice to use English to communicate for most of the students are not confident to speak English in speaking class, especially in front of the class. The other problem related to the student is they are not interested in the method given by teacher to them.

There are many problems appear in the teaching learning process, As found at SMP Attaufiqiyah Baros-Serang in the second grade of junior high school. The first, the students are shy and not confident in speaking English especially in front of class. The second, the students are bored and unmotivated to learn since they have limited opportunity to express their idea. The third, they rarely practice to use English to communicate. And the last, the students are not interested in English learning process. They become passive in English learning process is not effective. Therefore, the English teaching learning process is not effective. Based on the problems face in the SMP Attaufiqiyah Baros-Serang in the second grade of junior high school above, the researcher found many

causes which relate to students. It is because the teacher has difficulties to manage and make students interested in the material and the method.

Actually, to solve the problem, many methods can be used, one of them is drama. By using drama action as a strategy or method of teaching speaking skills, it will be an alternative way which is used by teacher when they are speaking in the class. It can be made so that the students are more interested when they are learning English speaking as our foreign language.

Drama helps students to acquire a wide range of skills, which are important both in private and in professional life.² In researcher experience, drama is compatible to learn, memorizing and understand content of sentence. It is true if many teachers use drama in teaching process, but only improving listening and speaking skill.

In addition, students' problems are not only from the classroom environments but also from the students themselves. They lack of self-confidence to build their confidence. To make students able to speak, teacher must be creative enough to manage the class so that the students are actively involved in the interaction.

On the principle above drama has criteria as a method to teach speaking. It encourages thinking and creativity, lets students develop and practice new language and behavioral skill in a relatively non-threatening setting and can create the motivation and involvement necessary for learning. Drama encourages the students to actively participate in teaching learning process because this method provides a way of creating a rich

² Anton Prochazka, *Drama in Modern Language Teaching*, (Wien: Pädagogische Institute des Bundes in Wien, 2007), 12.

communicative environment where students actively become a part of some real world system and function according to predetermined roles as members of that group. Drama can increase self confidence of hesitant students, because in drama activities, the student will have a different role and responsibility. So, it is appropriate to use drama in improving the students speaking skill.

Based on that phenomena above, the reseacher interested in researching of the problem, as entitled : *'Developing Student's Speaking Skills Using Drama'*.

B. Statement of the Problems

According to the background of study above, the researcher can take some problems that will be inspected through this study. The problem is :

1. How is speaking students skill developed using drama?

C. The objectives of the research

The general objective of the background of study is :

1. To find out the students speaking skill at SMP Attaufiqiyah Baros-Serang in the second grade of junior high school.
2. To know the effectiveness of drama in teaching speaking skill at SMP Attaufiqiyah Baros-Serang in the second grade of junior high school.

D. Significant of the Research

After conducting the study, this research, hopefully will be useful for:

Teachers

This study is valuable for English teachers to enrich their techniques in teaching speaking and to improve teachers' teaching quality in teaching speaking.

Students

This study is hoped to be valuable for the students to get their self-confidence in speaking English during their speaking class and they will get their improvement in classroom speaking activity.

School

The result of this study is hoped to be valuable for school by giving information that socio-affective strategies is one of the good strategies in improving the quality of the school.

E. Previous of study

There are some previous study writer that focus on the use of using drama

Aqisty Nia Chandra 2011. A 320 070 006: Improving Students English Speaking Speaking Skill (A Class Action Research at the second grade of SMA Muhammadiyah 1 Surakarta in 2010/2011 academic year). Research paper. Muhamadiyah university of surakarta. 2011. This research is conducted to know whether drama can imtove syudents" speaking ability. It also aims to give general description about the emplementation of drama in classrom and about the things in the class when it is implemented. The objective of this research is determaind after

identifying the problems during pre-observation in class XI IPS 5 of SMA Muhammadiyah 1 surakarta, interviewing the students and the english teacher of the class, and investigating the teacher about her not dealing with the students” score in daily evaluation especially speaking subject. The method used in this research is action research.the research is conducted in three cycles to the second grade students of SMA Muhammadiyah 1 surakarta. The researcher teaches speaking english. The research data are collected by using technique of qualitative and quantitative data collection which include: observation, interview, documentation, pre-test and post-test. This classroom action research concerns with solving the problems by identifying them, planning, implementing, and observing the action refleting the result of the observation, and revising the plan for the following steps. The result of the research show that drama can improve the students” speaking ability. Besides their test achievement during the resarch is better than their score in the teachers not before the actions are implemented. The students mean score before the action is 45.05. it improves up to 54.67 in the first cycle, 66.10 in the second cycle, and improves again up to 75.81 in the third cycle.³

Praytino, Johan Setyo. 2012. *The Speaking Ability of the Eleventh Grade Studens of MAN 2 Kudus Taught Through Drama in Academic Year 2011/2012*. Skripsi: English edjucation departement, teacher training

³ Aqlisty Nia Chandra. 2011. A 320 070 006: “*Improving Students’ Englis Speaking Skill By Using Drama” A Classroom Action Research at the second Grade of SMA Muhammadiyah 1 Surakarta in 2010/2011 Academic Year. (Research paper. Muhammadiyah University ofSurakarta.2011),x.*

and education faculty, Muria Kudus University. Advisor : (1) Rismiyanto, S.S, M.Pd, (2) Nuraenengsih, S.Pd, M.Pd

Keywords: Speaking ability, Drama

The objective of this research are to find out the speaking ability of the eleventh grade students of MAN 2 Kudus before and after taught through drama in academic year 2011/2012 and whether there is a significant difference between the speaking ability of the eleventh grade students of MAN 2 kudus before and after being taught through drama in academic year 2011/2012.

In this research the data were collected by recording the oral test of pre-test and post-test. Then, the writer identified and analyzed based on statistic calculation for getting good result accurately, completely and systematically. The result of t-observation (t_0) is 8.41. compared by t-table (t_t) on the degree of freedom 27 in level of signoficance 2.06, it means that the result of t-observation (t_0) is higher than t-table (t_t) and it shows there is significant different between the speaking ability of the eleventh grade students of MAN 2 Kudus in academic year 2011/2012. For the English teacher and the other researcher, drama can be applied as a alternative technique in teaching and learning precess.⁴

Based on the the previous study is above the writer find similiarity on the students speaking skill by using drama. The previous study use

⁴ Prayitno johan Setyo. 2012. *The Speaking Ability of the Eleventh Grade Students of MAN 2 Kudus Taught Through Drama in Academic Year 2011/2012*. (Skripsi: English Education Departement, Teacher Training and Education Faculty, Muria Kudus University),^{ix}

methods of the research, there are experimental research and classroom action research.

The writer can analyze that two previous study above focus on student speaking skill by using drama in two method of the research (experimental and classroom action research)

F. The organization of writring

This writing is divided into five chapters :

The first chapter discusses about an introduction, the background of study, the reason for choosing the topic, the statement of problems, the objective of the research, the important of the research, previuos study and the organization of writing.

The second chapter explains about Theorotical foundation, those are definition of drama, drama in learning english, the goal of drama, using drama in classroom, the terminology of speaking, the types of speaking, assesing.

The third chapter explain about methodology of research, that consisits of the objective of research, method of research, place of research, population and sample, variable of research,instrumen of the research, the technique of data collecting, the technique of data analyzing and the scoring syystem.

The fourth chapter explains and presents the result and discussion.

The fifth chapter explains about conclusion and suggestion. It deals with conclusion of the research and then it proposes some suggestion. Besides, the last part will be biography and appendix.